

THE ATHLETIC JOURNAL

VOLUME XI

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October, 1930

❧
**The Technique of Blocking
Instruction**

Russ Cohen

❧
Defensive Play

E. P. Madigan

❧
**Defensive Line Play—
Individual Technique**

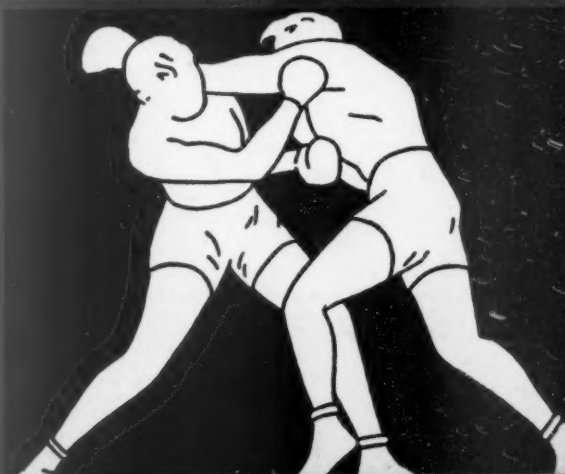
Elton E. Wieman

❧
**Modern Extension of
Guard Play**

Heartley Anderson

❧
Stalling in Basketball

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The November Issue

THE third and final article of the series on line play by Elton E. "Tad" Wieman is promised ATHLETIC JOURNAL readers for next month. In this article "Tad" deals with "Team Play and Special Defenses."

"Each of the various offensive formations used in football presents a somewhat different problem for the offense," begins the article. After analyzing the comparative strength of the different types of offenses, the author suggests means of stopping them.

Readers who find the article in this issue, "Defensive Play," by E. P. "Slip" Madigan instructive and interesting will be pleased to learn that another in this series will appear in the November issue. This second article will deal with the formation favored by this coach in checking the attack and some of the fundamentals necessary to make that formation successful.

"Suspense is the big element in offense, and suspense should be the big element in defense," writes Coach Madigan. "Do the unexpected, making it look like the expected. When the orthodox move is the expected thing, do the unorthodox. But oftentimes the orthodox may by its very nature be the unexpected. Remember that Bismarck told the diplomats of Europe the truth, but they, knowing the correct thing for diplomats was to deceive, refused to believe him, which was just what the Iron Chancellor wanted. Let us take a lesson from diplomacy; let us vary our deception in defense."

For the eighth successive year, the ATHLETIC JOURNAL will present to its readers, next month, diagrams of plays used by leading teams in all parts of the country.

Some of these plays will be in the office of the JOURNAL two weeks before the November issue reaches its readers. To JOURNAL subscribers who write in requesting diagrams of these plays advance copies will be sent. These diagrams should be ready for distribution between October 15th and 20th.

Changes of Location

THE ATHLETIC JOURNAL and its readers are interested in knowing not only the whereabouts of coaches but also in the nature of their work. Coaches who change their location are usually prompt in notifying the subscription department, but the editorial department is also interested in knowing of these changes.

When you write in to make a change of address, add a note for the editor telling of your former school and your work there, and, more particularly, your new school and your new duties. If you have already notified the subscription department of a change of address, the editorial department would be pleased to have you send in this information, as it contemplates publishing these changes of location in one of the future issues.

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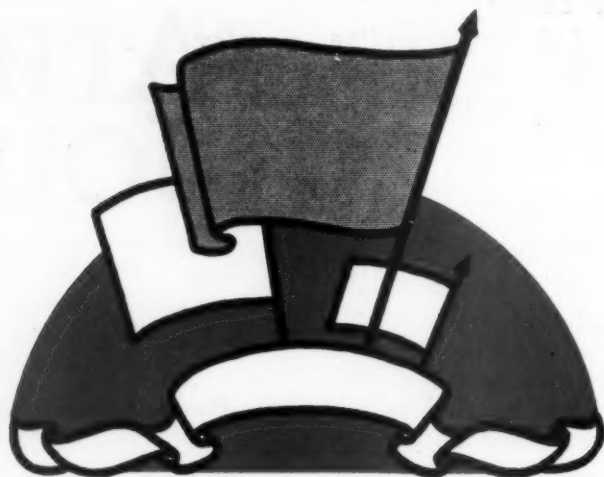
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Volume XI

CHICAGO, ILLINOIS

No. 2



Line play in intersectional game at Miami last December. Florida 20, Oregon 6.

The Technique of Blocking Instruction

By Russ Cohen

Football Coach, Louisiana State University

THE two most important fundamentals of football are tackling and blocking. Tackling is the greatest fundamental of defense, and blocking is the greatest fundamental of offense. A team that can block and tackle is a team that is very hard to defeat and, as a rule, will be defeated only by a team of superior ability that can block and tackle equally as well. Of the two great fundamentals of football, blocking is by far the harder to teach. There are several reasons for this. In the first place tackling is natural; blocking is unnatural. All high school coaches know something about tackling; few know anything about the technique of blocking. Again the average football player likes to do those things that are commented on by the public. Hard tackling brings favorable comment from the press and the patrons of the game. Very little credit is given to the effective blocker. Consequently, there is less effort than should be put into this most important fundamental.

DIFFERENT coaches give different names to the various blocks. There are, however, three important blocks that must be taught and mastered to secure good offense. The blocks that are most commonly used

are: the shoulder block, the pivot hip block, and the high body block. Of the three blocks, the most used is the shoulder block. This is used by the linemen in opening up holes, and by the backs in carrying out either ends or tackles. The block that is of the next importance is the hip block. This block is used in the open field by both linemen and backs. It is also the best block for backs to use in taking an end in. Of all the blocks, the hip block is the hardest to teach. This is, in part, due to the fact that it is the least natural of all of the blocks. The

A COLLEGE coach who had attended many coaching schools and had watched Russel Cohen instruct in fundamentals recently stated that, in his judgment, Cohen was the best teacher of fundamentals he had ever met. Consequently, we asked Mr. Cohen to give the other coaches, through the JOURNAL, some of his ideas.

third block, in order of importance, is the cross body block, which is used by linemen who must block men on their outside.

There is no use to go into the details of how each of these blocks are made. There are, however, a few points that although important are often overlooked by blocking instructors. In using the shoulder block, where two men are teaming on one defensive man and attempting to turn this player to the right or to the left, it is important that the blocker on the turning side should run his head into the stomach of the defensive player while his co-blocker should jam the defensive player with his shoulder and forearm, with his head on the outside of the defensive player. This prevents the splitting of the defensive players and also eliminates pushing against each other. The head of one blocker thus acts as a pivot post on which the defensive player is turned by the shoulders, forearm and head of the other offensive player.

In the use of the body block, one of the hardest things to get the blocker to do is to take off on the correct foot. It is impossible to have any power in the block when the blocker takes off on the wrong foot. If the blocker is going to throw his

head to the right, he should throw his left leg into the air and shove off on his right foot. This whips his hip into the man to be blocked. The take off foot should be thrown higher than the initial foot so as to complete the whip of the hip. If the blocker takes off on the wrong foot, he merely turns his back into the man whom he desires to block. If the coach has a poor blocker on his squad, the chances are that this player is constantly taking off on the wrong foot. Another important thing in the use of the hip block is the timing of the take off. The take off should not be more than twelve inches from the man to be blocked. This will give the blocker the maximum force in his block. The farther away the blocker takes off from the man to be blocked, the less force he has when the actual contact is made; his force is spent in the air, and it is also easy to side step or shiver the blocker off while in the air. Another important factor in the hip block is that the head should be lower than the rump immediately after the take off. If the head is higher than the rump and feet, the blocker has no force whatsoever. It is essential to have the head between the man blocked and the ball carrier. Still another important thing in the hip block is the whip that the player gives his hip with the aid of the take off foot. This is done by shoving off hard and throwing the foot high into the air. It is essential that the take off foot should go higher than the first foot that left the ground. If this is done, the blocker rolls into the man to be blocked. If he does not do this, he will hit the man to be blocked and roll off of him, so to speak.

THE most essential thing in teaching the high body block, which is the easiest of all blocks to teach, is to get well across the man to be blocked

with the rump high in the air, hands and feet on the ground, and the head between the man blocked and the ball carrier. After the blocker makes contact, he must keep that contact by digging in with his hands and feet.

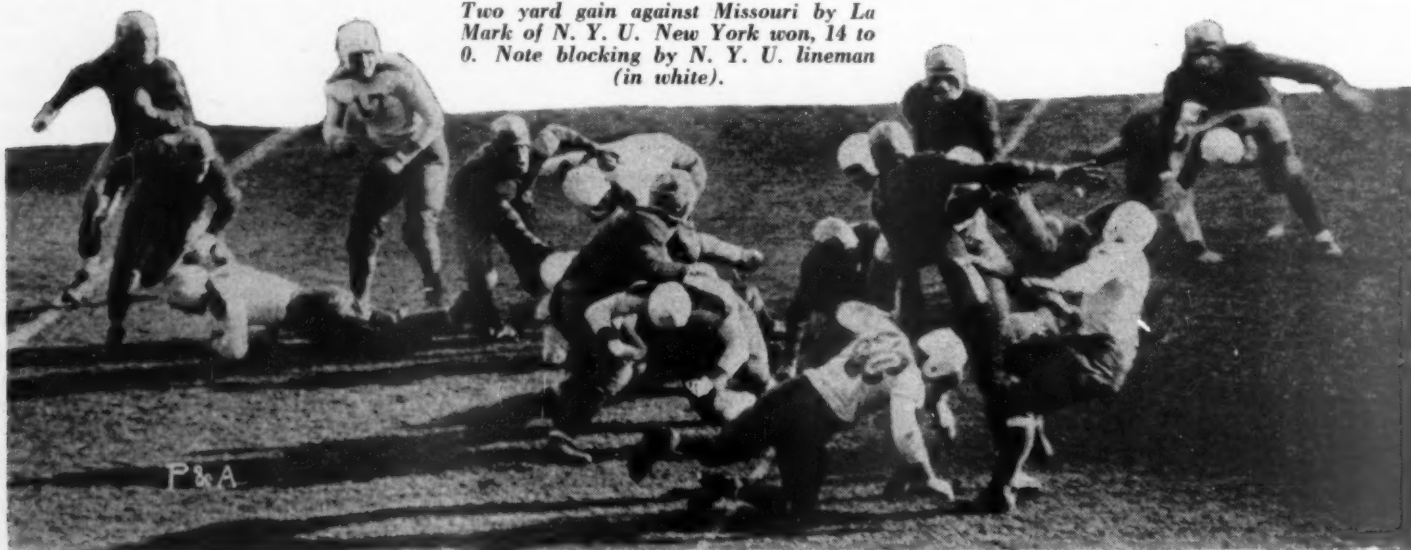
It is absolutely essential to work hard and long in teaching these blocks. The best method is to work with the individuals first and to try to secure form. The linemen should be taught the proper manner in making contact and then of keeping contact. Too many linemen wish to make one initial lunge and they never follow through. The hardest single thing to teach the lineman is to have his feet well under his body and then to uncoil. After the lineman has mastered the details of making contact with his feet well up under him, then another lineman may be added to the offense, so that the two may have an equal division of labor. This will then give them the practice of turning the man to be blocked to the right and to the left. It will also give the blockers equal opportunity, the one to use his head as a pivot post and the other his shoulder and arms extended and vice versa. The backs should be worked also on the shoulder block. As soon as they obtain the proper form, they should be put in pairs. This is done so as to keep them from splitting the man to be blocked, and also to accustom them to running together. It is better to work men in pairs as they will pair off in the games. This accustoms the men to each other and enables them to gauge the speed, each of the other. It is advisable then to work the linemen with the backs if they must so work in games. This helps the linemen in pivoting out of the line and the backs in timing their start with that of the linemen. This practice should take place every day during spring practice and during the early training season.

The method of instruction in the hip block varies a little from that of the shoulder block. In the early practice it is best to pair off two blockers and let them practice passively upon each other. This will show them the importance of taking off on the right foot, lowering the head and taking off close to the man to be blocked. As soon as this has been mastered, the men are then ready for the blocking pit. Some coaches use a pulley dummy. The writer likes, however, the standing dummy which gives the blocker the feel of knocking a man over and rolling over him. This result is not obtained from the hanging dummy. A pit 15 x 15 x 2 should be built and filled with sawdust. If some substance to soften the pit is not used, the novice blocker will dislocate his shoulder.

THE men are now ready to go into the dummy; first, close up and slow, so as to get the proper take off, roll, etc. They must then be allowed to get off about forty feet and go into the dummy at full speed. Now is the time for the coach to correct minute details so as to get the maximum efficiency from the blocker. It takes some time to run the blockers through the five or six blocks per day with the use of one pit. It is wise, therefore, to use two pits, and let them run from one pit to the other, thereby having each blocker take two blocks in succession.

After having worked on form, the next hardest assignment is teaching the blockers just whom they are to block. This is best done by constant dummy scrimmage. In the dummy scrimmage, especial attention should be given to timing and coordination of effort. Each play should be gone over until it becomes letter perfect. The chances are that each type of block will have to be made on each play when properly executed. There

Two yard gain against Missouri by La Mark of N. Y. U. New York won, 14 to 0. Note blocking by N. Y. U. lineman (in white).



are eleven men on football teams, ten of them having definite blocking assignments on each play. This is the hardest thing to put over to the team. A well designed play is one that is designed to take care of the strong-side guard, tackle, end, defensive fullback, halfback and quarterback, while the center, weak-side guard and tackle must be momentarily checked. As soon as the first play is mastered another may be taken up and so on until the plays are all mastered in every detail. It is much better to have eight or ten plays well executed than twenty or thirty poorly executed.

As soon as the blocking assign-

ments have been definitely learned through dummy scrimmage, the team is then ready to try out the plays in active scrimmage. It is best to scrimmage against weak opposition at first so as to give the blockers confidence in themselves by having men that they can block opposite them. If the opposition is too good to commence with, the blockers soon become discouraged. As soon as they are able to block effectively against weak opposition, the opposition should be increased, until the two best squads are put against each other.

Blocking is a question of morale. One of the best methods of securing

this morale is to get the papers, students and coaches to talk about the fine blocking. Too much credit is invariably given to the ball carriers and not enough to the blockers that make ground gaining possible for the ball carriers. If the coach can ever get the men of his squad to take pride in their blocking, he has a squad that is hard to beat. It is almost impossible to keep a good blocker off of the team. If a football player has the courage to block, he has the courage to do the other essentials of football. The writer has rarely seen a good blocker that was not a good tackler.

Defensive Play

By E. P. Madigan

Football Coach, St. Mary's College

IN the discussion of defensive play, with which this series of articles is to deal, one must set up so many limitations and conditions in order to treat the subject properly that an elaboration of these limitations and conditions alone would consume the space that we have been allotted for the consideration of theory and method. For that reason we will be required to leave the reader to the use of his imagination in a great many instances concerning the situation surrounding the play as discussed.

Of course there has always been, and always will be, an argument as to the merits of defensive and offensive football, an argument as to which is the more important. If we may express a personal opinion, we would go on record as favoring offensive play, because the opportunities provided therein add more interest and enjoyment from the spectators' point of view and from the point of view of the coach offer greater chances for creative ability. By way of diversion, we would offer as a suggestion the widening of the field of play, say by about ten yards. This move, which many would look upon as revolutionary, would, we believe, create more problems in offense and defense than all the lateral pass plays in the book. However, great as our interest is in offense with all its ramifications, there is still a great deal of joy to be derived from the creation of a perfect defense. Perhaps we should change our terminology and say *execution* rather than *creation*, because very little new has been *created* since the touchdown was invented. But there

is interest in planning a defense and both coach and player derive a great deal of satisfaction in stopping a hitherto unstoppable offense, and that satisfaction is heightened immeasurably when the stopping is done with inferior material.

We once read of a Southern general of cavalry whose strategy was summed up in these words: "Get there firstus with the mostus." This epitomizes strategy in defensive football, because it should be a simple matter to deploy one's defensive strength in greater numbers at the point attacked than the offense has mustered at that point. With this in mind let us borrow a rule of offensive tactics: "That all plays must look alike in their conception, only to blossom out at the point of attack." In other words we do not have a formation for every play on offense, but start all our plays from one formation with each play having a different ending. Why then should we have a different defensive formation for every team we meet or even for different plays? Why can't we have *one defensive formation* from which will evolve the strongest possible check for every team, for every play? The defensive set forth for a season of play must look alike in its origin; it must look alike in each game and against each play, but blossom out with great strength against the point of attack as soon as the offense has disclosed its intention.

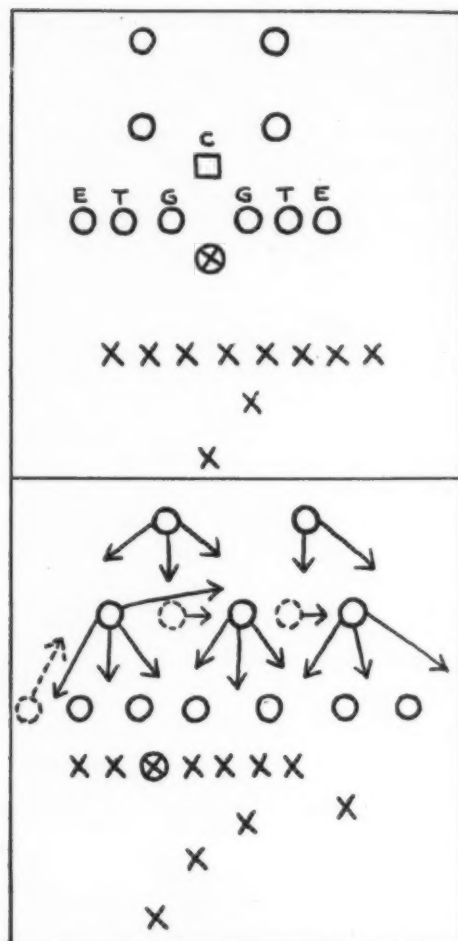
The good quarterback from information supplied him by scouts and from personal observation in the game itself is able, to a great extent, to form a mental picture of defense

and then select from his category of plays those best adapted to penetrating that defense. It is generally true that most of these plays are selected



E. P. Madigan

in advance of the game in a conference of coach, scouts and quarterback, with well drawn diagrams of the particular defense before them. In some instances quarterbacks are trained during the off season against five or six defenses used by the opponents against his particular style of play. For that reason we do not favor a team changing defenses from game to game, depending on the style of play they run up against, such as the 7-1-2-1 or 7-2-2 or 6-3-2 or 6-2-2-1, but we favor one standard defensive formation from which may develop a defense for any particular game or any given team. At the same time in the game we believe in developing different defenses against different plays under certain tactical situations without showing our hand to the offensive



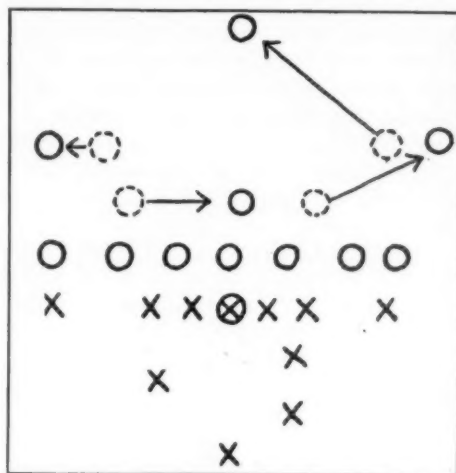
From A 7-2-2 to A 6-3-2. Against line and back field shift.

quarterback before he calls his plays, or while he has the opportunity to stand and look us over.

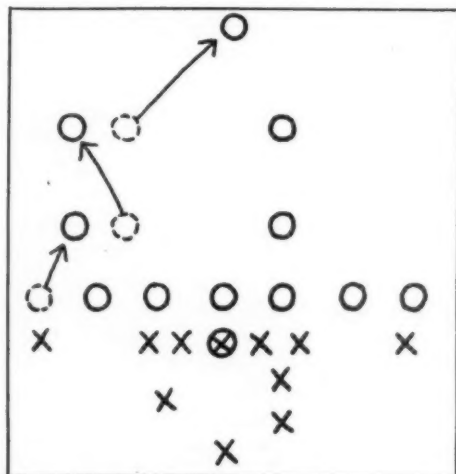
In the diagrams there is shown a standard defensive formation, from which a team may shift during the offense's execution of their plays to a 7-1-2-1 or a 7-2-2 or a 6-3-2 or a 6-2-2-1. In this way we are able to get to the point attacked "firstus with the mostus." In other words, what the shift is to offensive football and the shifting defense is to defensive basketball, the shifting defense is to defensive football.

In shifting from the standard defense to any of the popular defensive formations mentioned, it is not necessary to follow orthodox rules: for example, when changing from a seven-man line to a six-man line, it is not always necessary, nor is it sometimes profitable, to pull the center back into the secondary defense. Why cannot the end or the tackle be drawn back into the secondary defense? In this way a shifting defense is able to place the greatest defensive strength against the offensive's greatest offensive strength and will permit the withdrawal of men from the point where the offensive is offensively the weakest. Most of us have noticed that the majority of offensive teams have

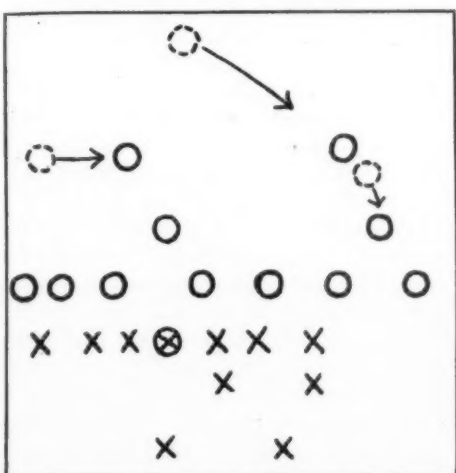
points of high concentrative attack, and through the intense development of this attack have, through lack of time, been unable to develop strength of attack at all points. As a result they are noticeably weak in one or two



From A 7-2-2 to 7-1-2-1. Duties of backs same.



From A 7-2-2 to A 6-2-2-1.



From A 7-1-2-1 to 7-2-2. Duties of back same on both formations.

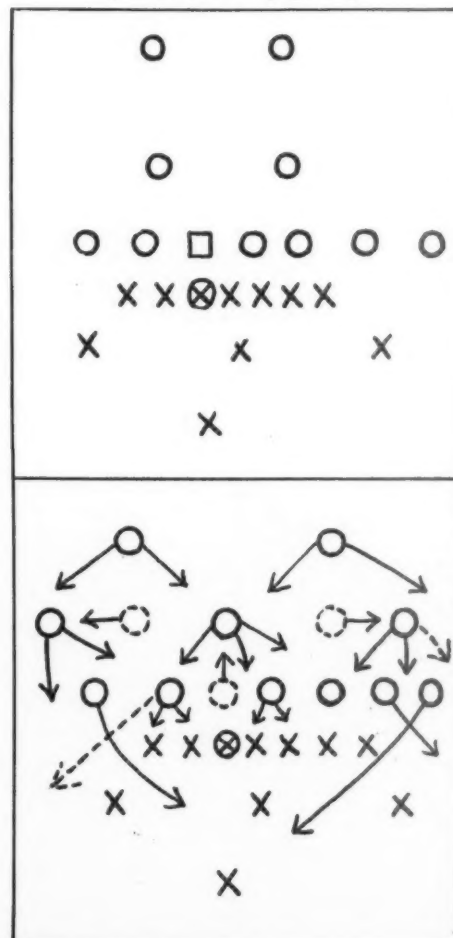
things, even as regards running attack. The shifting defense permits the showing of a strong balanced front at the beginning of a play, only to take away all strength from the weak point of the offensive formation,

according to the tactical situation, and to place it at the strong point.

True, this violates many orthodox fundamentals in football, but has not the modern quarterback been trained to believe that linemen always charge to some degree, and that they, other than the center, should never back up their own line; that the tackles are the bulwarks of defense and should smash interference and plays to smithereens; that men should always follow the ball? When these rules are violated, the quarterback's strategy is set at naught.

Once we played the St. Louis Cardinals in baseball at Stockton, California, and gave them a good game. One of the greatest men in baseball that day said: "It is difficult to figure these boys out—they are green and do not play baseball as it is played in the Big Leagues, and we don't know what to expect." Anything that may be done on defense lays one open to attack, but it is the element of surprise in defense, as in offense, that counts. In fact, if the quarterback did by chance guess the maneuvers, he might run through for a touchdown. But if he finds *many* men where he expected only a *few*, he certainly won't go far. We believe in

(Continued on page 55)



From A 7-2-2 to A 6-3-2. Against double wing-back.



Offensive and defensive line play shown in Chicago-Indiana game last October. Chicago won, 13 to 7.

Defensive Line Play Individual Technique

By Elton E. Wieman

Line Coach, University of Minnesota

JUST as offensive line play is blocking, so defensive line play is tackling. But, in order to tackle, one must reach the runner and, when opposed by good blockers, this is sometimes rather difficult. Much time is spent, therefore, in devising, practicing and perfecting various maneuvers that will help the defensive linemen get into position to tackle. Some men will be able to use tactics that other men could not possibly use because of differences in build, speed, strength, or other qualifications. There are, however, certain fundamental stunts that may be employed by almost anyone. It is with these that this article will deal.

The problem confronting the guard is quite different from that confronting the tackle. The guard is immediately attacked by two opponents, shoulder to shoulder, and if the play comes over his territory, it reaches him with the least possible delay. The guard therefore is called upon to withstand a terrific initial thrust and must execute whatever maneuver he has in mind without any loss of time. To compensate for this situation, the guard is not expected to cover a great deal of territory. He can, therefore, and should, play close to the ground on most plays.

ON the other hand, the tackle is, as a rule, confronted by only one man at a time. There may be two, three, or even four opponents attempting to block him during the course of a play but it is seldom that they come at him at exactly the same instant.

Furthermore, as compared with the guard, there is a considerable lapse of time after the snapping of the ball before the play reaches the territory defended by the tackle. This makes it possible for the tackle to do a considerable amount of maneuvering before he meets the play. He can, therefore, play considerably higher than the guard (see Illustration 1).

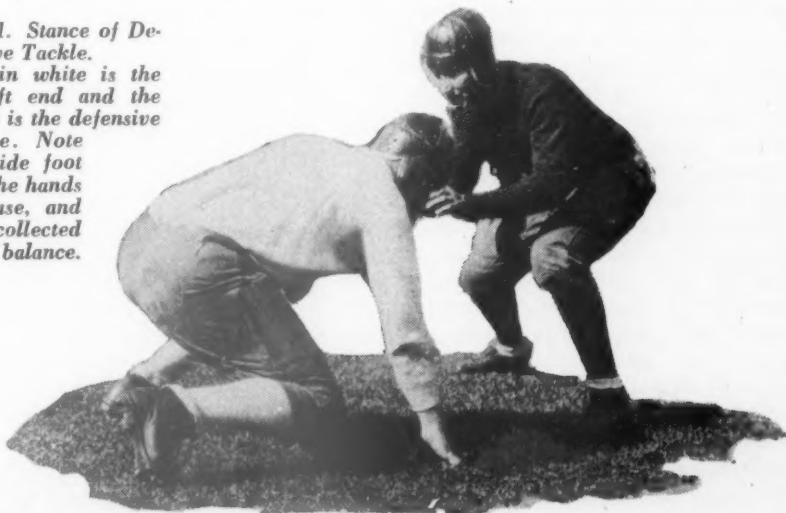
Since the tactics employed by the guard differ greatly from those used by the tackle, any consideration of defensive line play must treat the two separately.

The first stunt for the guard we shall call side-stepping one and playing the other. Assuming equal strength, a guard should never attempt to overpower the two opponents in front of him. If he is going to play straight through, it is imperative that he concentrate the force of his

attack on one opponent rather than spread it over both. This means that while he is charging the one opponent he must elude the other. To do this he takes his stance in front of the man he expects to side-step. Then, as the ball is snapped, he charges across at the other opponent with all his force. It is imperative that the feet move across at the same time that the blow is delivered with the hands—otherwise he is entirely exposed to the attack of the opponent in front of whom he originally took his position. The initial charge must be of sufficient force to move the opponent attacked backward and to one side. Meanwhile, the other opponent has missed and slipped by, and the defensive guard steps back into the territory thus vacated as he gives the opponent whom he has met with his hands a final shove. If the move is

Illustration 1. Stance of Defensive Tackle.

The figure in white is the offensive left end and the one in black is the defensive right tackle. Note that the inside foot is forward, the hands ready for use, and the body collected and in good balance.



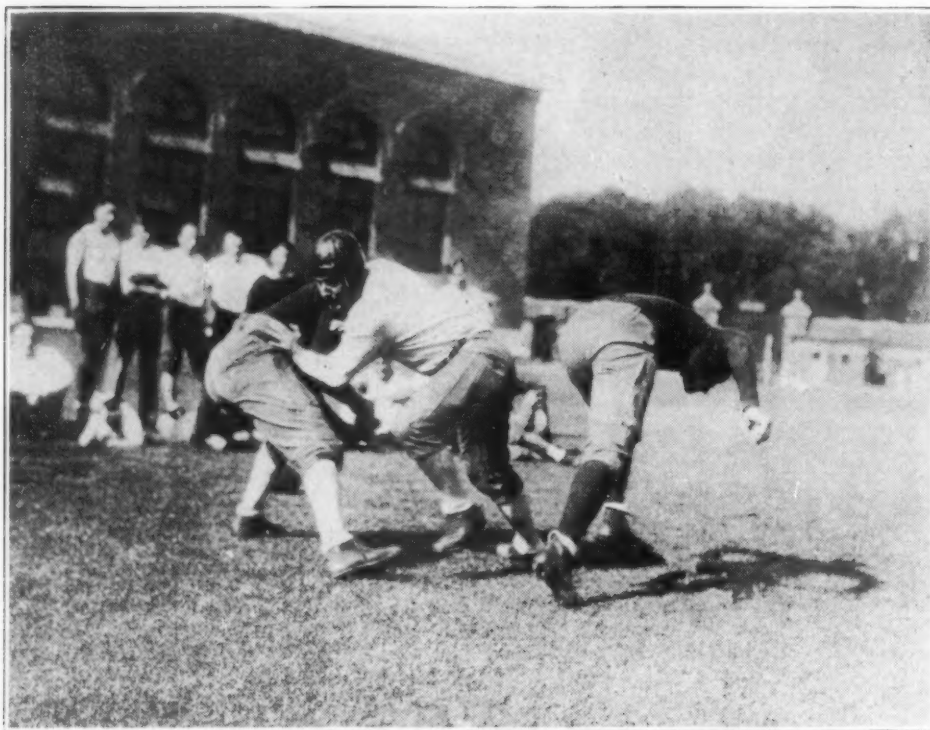


Illustration 2. Side-Stepping One and Playing the Other

The defensive guard (white) lined up in front of the offensive man pictured on the right. As the ball was snapped he charged hard to his right, striking the opponent on that side with his hands and forcing him back. In the meantime the first opponent missed and is lunging forward. The defensive guard is now ready to step back into the territory vacated by the offensive man whom he first side-stepped.

properly executed, the guard now finds himself behind the opponents' line, free and clear, ready for a tackle (see Illustration 2).

ANOTHER stunt for the defensive guard is to dive under or "submarine." In doing this the defensive guard should throw his head and shoulders flat upon the ground beneath the knees of the two opponents. If he can first feint a higher charge, it makes this maneuver more effective. Instantly his shoulders have gone under the opponents, his feet should be drawn up under him. As the opponents charge, they will naturally slide over the back of the guard. He then raises himself up and is in position to tackle anything coming his way. The danger of this maneuver is that inexperienced men merely dive under and lie there. It is imperative that they bring their feet up so that they are in position to rise after the initial charge of the opponents. Usually as they raise themselves up, they will have to lift and spread the legs of the two opponents. This, however, is never difficult. At the worst, this method will pile up the three linemen on the line of scrimmage, which will prevent any gain at that spot. At best, it puts the man through the line for a clean tackle. This stunt is perhaps the safest for a defensive man to employ when he anticipates a mass attack over his territory (see Illustration 3).

A third maneuver for the defensive guard is to jump over the two opponents. There are two ways of jumping over. One is to go over in leap frog fashion with one foot out in front and the other trailing in the

form of a hurdler, and the other is merely to dive over head first. In hurdling over the line, the guard should place one of his hands on the back of each opponent's neck, swing one leg over their heads, then push their heads down sharply with the hands and at the same time jump from the rear foot. The opponents will usually hit the rear leg in their charge, but if the guard will merely let that leg go limp it will not bother him. His forward foot and leg are over and behind the opponents, and as the rear leg is brushed into the air, he lands on the forward foot. The rear leg merely swings free, then slides over, and the guard is across the line of scrimmage ready for a tackle. A clever lineman, especially one with rather long legs, can make his opponents look foolish with this play. It is rather dangerous, however, since, if the opponents anticipate the maneuver, they can raise themselves up sharply and take the guard entirely out of the play. It should not be attempted until it is thoroughly practiced and not then if it is anticipated that a power play is to be directed at that spot. The value of this stunt is in its deception rather than in its strength.

The other method of going over the line is a little more certain but does not put one into the opponents' back-field in a position to tackle quite so quickly. In this the guard merely dives straight over the backs of both

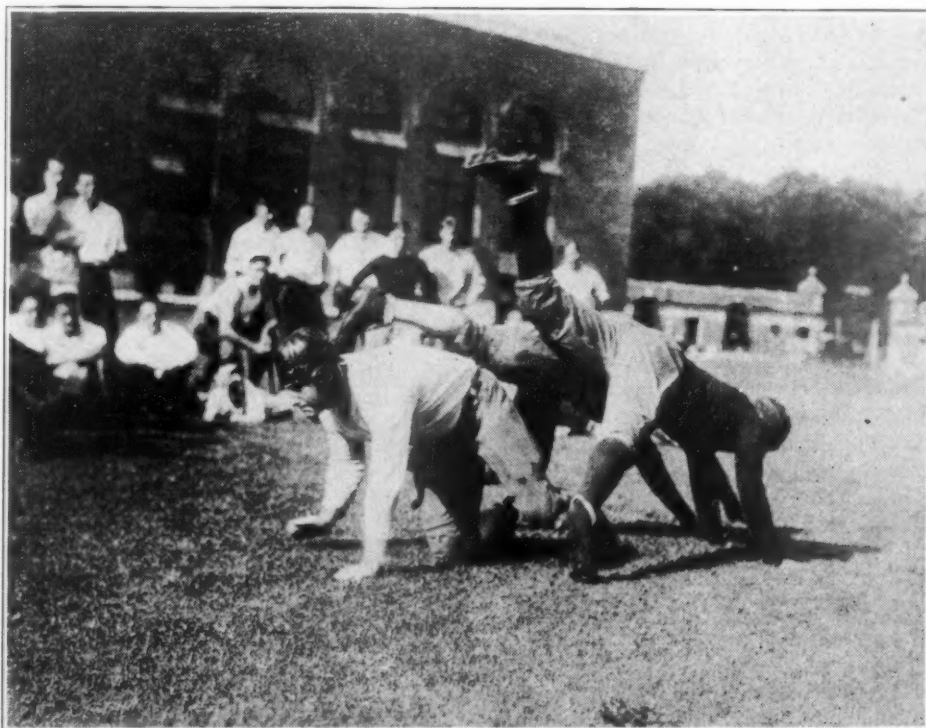


Illustration 3. Finishing the "Submarine."

The defensive guard (white) first threw his shoulders flat on the ground; then, as his opponents charged over him, he raised himself up, hitting the legs of the two offensive men and forcing them into the air. The guard is here pictured getting back on to his feet ready for a tackle after having gone completely under his two opponents.

the opponents as in diving from a springboard. The opponents will probably strike the knees or legs of the guard employing this stunt but these should be permitted to swing free. The player comes down on his hands, then draws his feet under quickly, and raises himself up ready for the play.

There are many other methods employed by guards to break through. However, the above-mentioned may be recommended to inexperienced guards as being fairly sure to work if the technique is perfected and if the ability between the offensive and defensive men is fairly evenly matched.

The tackle is immediately opposed by the offensive end and his first responsibility is to dispose of this opponent. Perhaps the simplest maneuver is to charge straight into the end, jolting him with both hands on the shoulders. The object of this is to drive the opponent straight back. The tackle must be strong and must make his charge fast and hard in order to dispose of the end in this manner. Another method is to use one hand on the neck and the other on the ribs. This attack should be from the outside and has the advantage of holding the opponent away from the tackle's body. It is dangerous against a formation with an outside wing since it leaves the tackle exposed from the outside. However, if the formation is one with halfbacks inside the ends, this may be used to advantage. The idea is to hold the

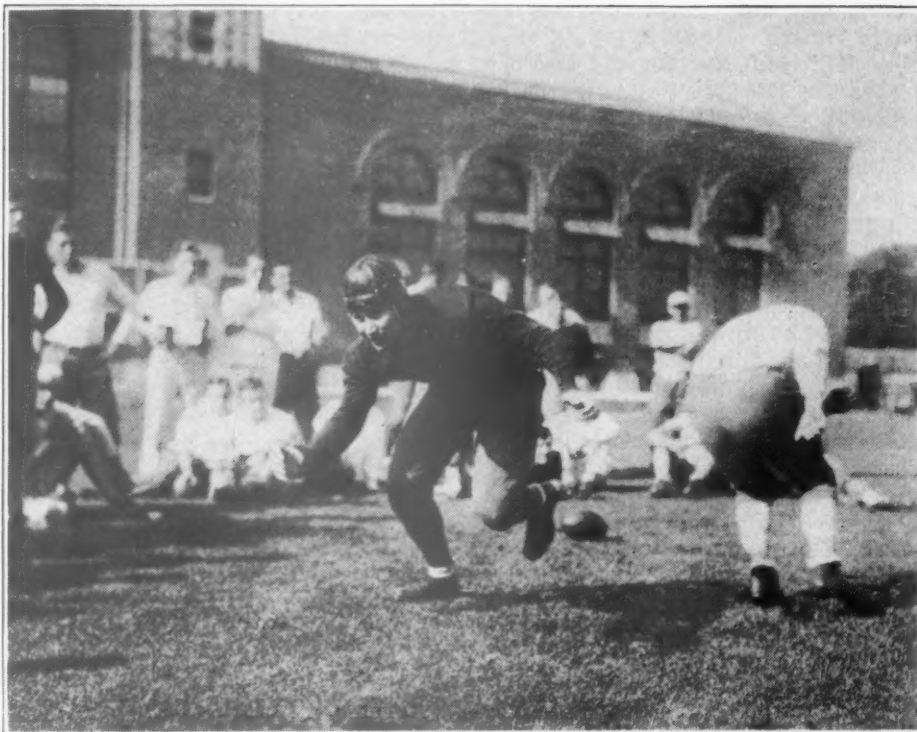


Illustration 5. Position of Defensive Tackle After Disposing of Offensive End. The body is crouched and well balanced over the wide-spread feet. It is an adaptable position enabling the tackle to side-step, use his hands or tackle, as the situation demands.

end off and drive him to the inside, the tackle himself keeping clear to stop plays coming outside (see Illustration 4).

Another effective and simple maneuver for the defensive tackle is the straight side-step. To do this the tackle stands with weight balanced and the feet under control until the

opponent charges. He then glides directly to one side or the other. He should not jump into the air but merely slide his feet sideways far enough to cause the opponent to miss. If successful, the tackle is, of course, free to go on into the play.

Another side-step is referred to as the fadeaway step. To execute this, the tackle takes a position on the outside shoulder of the end, with the inside foot forward and directly in front of the end. This inside leg should be used as bait. In other words, it is held in front of the opponent as a target for him to shoot at. When the ball is passed, this forward leg should remain in place until the opponent has charged and definitely committed himself. Then the forward foot is drawn back and outside behind the foot that was originally in the rear. The body is pivoted on this rear foot which at no time leaves the ground. This shifts the whole body about two feet to one side. The opponent, having already committed himself, charges at the spot where the tackle originally stood but of course when he gets there the leg and body have been moved. As a result the end slides by without damage and the tackle may assist him on the way by the use of his hands. When this move is properly executed, the opponent usually ends up by lying on the ground without having touched the defensive tackle. This again is a maneuver to be used only when there is no flanking halfback. If there is

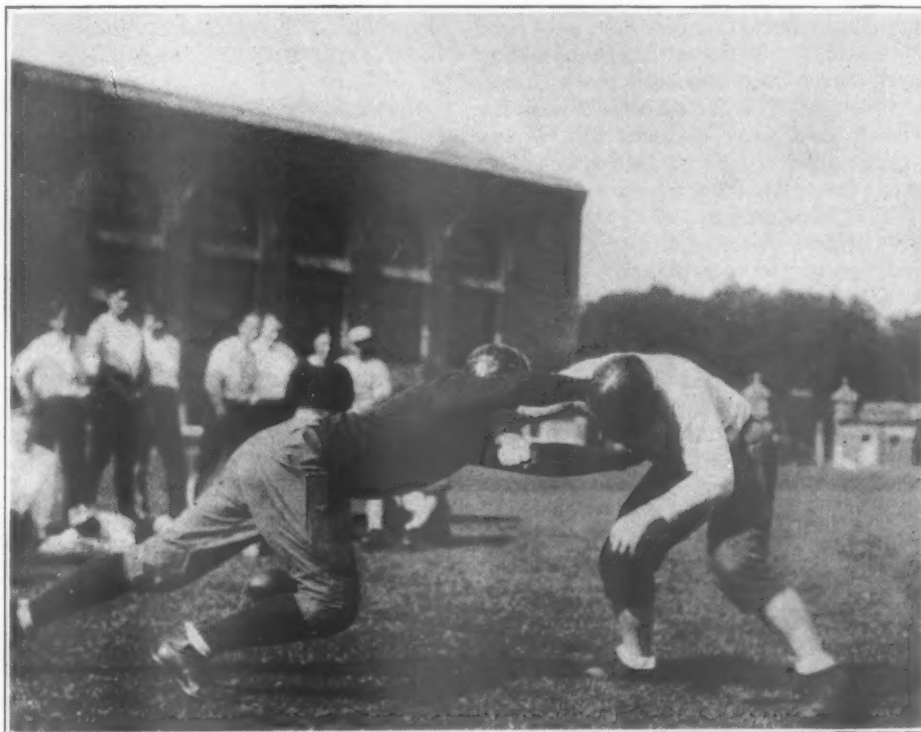


Illustration 4. Defensive Tackle Using Hands on Opponent. Note that the arms and body form a straight line, thus affording the maximum power. This charge should drive the opponent back into his own play.

an outside halfback, the tackle exposes himself to attack.

A fifth maneuver for the tackle is to feint a side-step to one side, then side-step to the other. In doing this, the tackle takes a position directly in front of the end, and, as the ball is passed, moves one foot, we will say the left foot, about six inches to the left. This tends to draw the charge of the opponent in that direction. Immediately, however, the tackle glides back to the right with both feet. In making the feint, the body should not be moved more than is necessary to draw the opponent's charge. A slight movement of the foot and leg will accomplish this purpose. Also it leaves the tackle in position to side-step in the opposite direction without loss of time.

Which maneuver to employ depends upon the manner in which the oppos-

ing end plays. If, from previous observation of the opponent, the tackle anticipates a fast charge, he should use either the straight side-step or the fadeaway. A fast charging end is a hard man to move back but is an easy man to side-step since the faster he charges the less able he is to change direction. If the tackle anticipates a slightly delayed charge, he should feint one way to draw the charge, then side-step the other way. If he thinks the opponent is apt to wait until he (the tackle) entirely commits himself before charging, then he should charge straight into the end with all the force he has, driving him back with his hands.

The tackle must remember that disposing of the end is only the first of his several duties. After he gets rid of the end there is at least one back and sometimes two that are as-

signed to take him out of the play. He must therefore dispose of the end as quickly as possible and must always be in position, after getting rid of the end, to cope with other blockers; that is, he cannot be off balance but must at all times maintain a good stance, his feet spread and well under, his body crouched and well balanced and his hands in position to use on the next opponent (see Illustration 5).

It must be remembered that no stunt, whether for guard or tackle, will work very frequently if it is anticipated by the opponents. The success of individual defensive line play depends upon versatility and the ability of the individual lineman to out-guess the opponent and always do that which is unexpected. It is this ability coupled with skill, agility and speed that makes effective players.

Modern Extension of Guard Play

By Heartley Anderson

Line Coach, University of Notre Dame

THE game of football has always had famous backfield men, but the public has seldom been aware of the fact that linemen are also in the game. Last fall spectators could hardly believe their eyes as they watched Cannon, who played left guard at Notre Dame. He attracted more attention by his stellar play than any of his backfield team mates.

Some of the facts that made Cannon such a great guard were these: that he was always in front of the ball carrier; that he could stop all line plays aimed at his territory; and that he could, when the occasion demanded, float along the line of scrimmage. On a forward pass situation he would hit his man first to be sure that it was going to be a forward pass, then he would cover a certain man or a certain territory. This he was coached to do under a definite condition. Against certain other teams using the forward pass he would rush the passer for all he was worth. He always kept track of the down, yards to gain, score, position on field, and time left to play, by means of which he was able to anticipate what was coming.

In offensive work, on wide running plays he would pull out of the line as fast as he could and be just ahead of the ball carrier leading ruthlessly the interference. On line plays he would take his man out of the way and make a hole for his backfield men to go through. Then on the other plays aimed to the opposite side he would go through and clean up the secondary. In going down the field on punts he was generally the first man down and would make the tackle. All

in all, Cannon did well everything that a good guard is supposed to do and more—he extended himself and made his presence felt all over the field.

There never has been a great team without a great guard and the Notre Dame team last fall was no exception. After the preceding remarks have been read, one may wonder how a guard could do all of these things in a ball game. It takes a coach four years to teach these things to a boy and have him execute every detail perfectly. I will try to explain the requirements of a good guard and the method by which we coach him for a period of three years.

The requirements of a good offensive guard are speed in pulling out, ability to interfere and ability to charge, block and cover on punts. Defensively he must be able to stop all line plays over his territory, to defend against forward passes or rush the forward passer, to block punts and to slice through now and then against wide running plays.

When the freshmen report for football, they are all given the "once-over" and then placed at the position which we think they should play. They scrimmage against the Varsity teams at least three times a week. In doing this they learn a great deal about defensive play. As a rule they are not taught much offensive football because there is not time enough. The following spring when we resume practice, we stress offense and group work. We have, as a rule, a group

of forty guards. These forty guards are taken over in one corner of the field where they are taught all of the different fundamentals of guard play. First, we have them assume the right stance offensively. From this stance they must be able to pull out or charge straight ahead without tipping off to their opponents which they intend to do. They work at these two movements for one hour and a half each day for two weeks. In this group work they are also taught the shoulder block, high body block, lower body block, standing block and hip and armpit block.

After they have perfected these fundamental offensive blocks we start them off with some defensive fundamentals. The first we give them is the "double coordination." We practice this by dividing the men into groups of three. Two of these men play offense passively and the other man is placed on defense. The man on defense goes through the three separate movements of coordination very slowly all the first day. Each succeeding day these movements are stepped up until finally we have the offensive men charging as hard as they can. This makes it a contest with the defensive man double coordinating to the best of his ability. We always correct any faults which may come up.

This "double coordination" is used by the guard whenever he has to play in the gap between two offensive linemen. It consists of using the hands on one man and driving the inside knee along the ground so that the other man cannot ride him out, along

with a hip weave. At the same time we teach them to "submarine" and to go over the top. Any one of these three things may be used when playing in the gap between two men. The "submarine" is used generally when the opponents have short yardage and are therefore likely to use mass line bucks. The execution consists of driving under the offensive linemen, getting the head, arms and chest through and coming up on the knees. If time permits, the guard gets back up on his feet, thus being in a position to be able to tackle the ball carrier if necessary. If he cannot tackle the ball carrier, he is at least in a position to cover his territory and block up his hole. Going over the top is used whenever the offensive linemen charge very low. The guard executes this by means of his hands and a limp leg. The hands are used to keep the offensive lineman from raising himself up, and the leg is raised backwards while the offensive player is charging at this leg. This leg is then brought forward with a full swing, the guard stepping down on it, staying low and in a coiled position, so as to be able to go either way and make the tackle.

After the guards have perfected these stunts we pair them off in twos. One man will be on offense and the other on defense. The man on defense is taught to shuttle or float, as we call it. The man on offense is given a signal and he is supposed to take the defensive guard one way or the other. The defensive guard then has to work the hard way. That is, if the offensive man is trying to take him out, he must go in. If he is trying to take him in, he must go out. For instance, when he is going out, he shuttles along the line of scrimmage as far as is necessary, depending upon the play. It is very discouraging to teach shuttling to green linemen, as invariably they will back up and give ground. Hence, as a rule, we teach it to guards only after they have had a year or two of experience.

The way we teach men to shuttle is first to put them on the buckler to develop their forearms. We make them keep a stiff wrist and never allow their arms to bend or give at the elbows. This technique is then employed against a man using an offensive charge. The defensive player's stance consists of one leg in front and

one behind, both in a direct line towards the opponent. His hands are out in front, weight well forward, and his power comes up from underneath. He hits the opponent with his hand to the front of his shoulders. This takes the charge off the opponent and keeps him away from the offensive player's body. This makes it possible for him to go either in or out, to cover on forward passes, or underneath, depending upon the play.

All of these different stunts are worked every day during spring practice for at least one hour. Then, when we have scrimmage, the guards must perform these stunts both offensively and defensively just as well as they did during their group work. If they do, they are said to be mechanically close to perfection.

In the fall we divide them into groups again for twenty minutes each day. They practice for perfection. When they have smoothness, rhythm, ease of coordination, applied power, snap and drive, that means that all their mechanical movements have become semi-reflex. They can now concentrate mentally on the ball carrier, the interference and the tactical phases.

Stalling in Basketball

By Oswald Tower

Editor, Basketball Rules Book

WHEN delayed offense and stalling come together, or stay apart, on the basketball court, the result resembles that of an irresistible force meeting an immovable object—no action. To the onlooker, it appears that one is afraid and the other "dasn't" as small boys would tersely describe it. Actionless basketball keeps the score down for some coach who expects his team to get soundly beaten and may add a bit to his reputation as a "smart" coach among his intimate friends. Whatever slight gain results in this direction, however, is offset a hundred fold by the effect on his players and on the spectators who have paid in time and money to see a real contest. It is bad enough to teach players to win at any cost, by fair means or foul, but it is worse to send them into games convinced that they are to be defeated and that their only duty is to keep the score down. Character developed on only such lines—and games have a powerful effect upon youthful character—will be of flabby fiber when it enters the more important contests of later life. As for the spectators, a few actionless games will kill their interest in the team responsible for such fiascos, and sports cannot continue in these times unless they have

the support of the public.

The five-man defense made possible the delayed offense and the latter was a step in the evolution of stalling. When a team changes from a fast-breaking offense to the slow style of attack, or when it freezes the ball to protect a lead in the closing moments of a game, it is likely to be greeted with boos and hisses from the spectators unless the latter have been educated to recognize that the defensive team makes such tactics possible. A delayed offense is impracticable and almost impossible against an aggressive defense, and a team which is ahead in the score has no obligation, moral or otherwise, to carry its attack into a stubborn, waiting defense. The National Association of Basketball Coaches gave this problem serious consideration at its last annual meeting in Chicago and phrased the following definition: "Stalling is the refusal of the team which is behind in the score to play aggressive basketball." The coaches felt that the public, coaches, and players should appreciate the fact that the team which is behind in the score is responsible for stalling, and

that pressure to curb stalling would ensue if this fact were thoroughly understood. It would be difficult to eliminate stalling by definite provisions in the rules, but it can be checked by placing onus where it properly belongs, is the opinion of the coaches.

The Joint Basketball Committee concurs heartily in this attitude. In fact, this position was taken by the Committee several years ago, and subsequently it was felt that the kind of stalling which produces actionless games showed signs of disappearing in just the way anticipated. Obviously, however, we were a bit too optimistic, for the problem has bobbed up in serious form in some sections of the country. Some observers feel that the future of the game in those sections hinges upon the elimination of stalling. For the present, it seems best to pursue the policy which has been successful in other sections and which the National Association of Basketball Coaches has approved. At the same time other means of control may be considered and, if necessary, drastic legislation may probably be devised.

It is true, undoubtedly, that under present conditions the defense is at a disadvantage when it attempts to

prevent freezing the ball or to break up a delayed offense. It is difficult to get the ball away from a clever team when the latter is protecting a lead, and frantic attempts to do so usually result in personal fouls. In fact, deliberate personal fouls are often made in the hope of getting the ball on the ensuing free throw. No doubt something can be done to encourage the defense to take the aggressive under these conditions, or at least to give defensive players some hope of getting the ball without being made to look foolish in the attempt. One step was taken in this direction when officials were authorized to call held ball if a closely guarded player withholds the ball from play. This is emphasized in the rules for 1930-31 and it is pointed out that a player may be considered closely guarded if an opponent retains a position within one yard of him. If a player holds the ball for five seconds in the back court under these conditions a held ball may be de-

clared. While this may not go far toward helping the defensive player to get the ball, it does open up one way of getting the ball away from the opposition without committing fouls.

More drastic measures than this have been suggested and are sure to receive consideration not only in meeting this particular problem but for the general welfare of the game. It has been proposed to limit the dribble to one bounce in the defensive half of the court. Some will see in this a scheme on the part of the one-bounce-dribble proponents to get half a loaf first, in the hope of getting down to the one-bounce dribble on the whole court later. This does not necessarily follow, despite the fact that it seems a step in the direction of the limited dribble. It has also been suggested that teams be forbidden to pass or dribble backward in the defensive half of the court. Drastic as this proposal seems, it has interesting possibilities and may be worthy of experi-

mentation. It would surely offer the defensive team ample opportunity to compete with the delayed offense or with freezing the ball—perhaps more opportunity than it needs or deserves, strengthening the defense at too great a cost to the offense. It would add to the duties of the official, and the latter has troubles enough.

This discussion of stalling does not imply that there is anything radically wrong with the game of basketball as now played. It is a small problem in a large field. The game is still going forward, more than holding its own in the competition for popular favor. New developments in the evolution of any sport bring new conditions and new problems. In meeting these conditions and in solving satisfactorily the problems as they arise, those responsible for the rules of the game must be ever alert, and those who use the rules must be sensible of their own responsibility in the proper development of the game.

Year's Program for High School Boys in Intramural Athletics

By C. E. Sutherland

Milwaukee University School

IN PLANNING a year's program for high schools in intramural athletics, the first part to consider is what sports are to be used and in what season in the year they are to be played. Several factors will enter into the decision as to what sports are to be offered in the program. Some of these factors are the total enrollment of boys in the high school, the available indoor and outdoor playing space and the hours it may be used, the total funds that may be used for equipment, the number of faculty assistants, the climatic conditions, and the natural desire which is present with the boys to play any one of the various sports.

If a program is being planned for the first time, it is advisable to have only a few popular sports where the interest in the games will carry the program through successfully. In each of the following years, as the interest develops, a few more sports may be added until a very complete and well-rounded program is attained. More may be accomplished by having four sports, with 90 per cent of the boys playing games in three of them, than to have twenty sports and 90 per cent of the boys playing games in only one.

Generally, the school calendar is divided into three seasons, fall, winter and spring, with the Thanksgiving and Easter vacations being the dividing periods between the three seasons. The following is a list of sports and

events, and the seasons in which they occur:

Fall	Winter	Spring
Cross-country	Basketball	Baseball
Football	Swimming	Track
Soccer	Ice Hockey	Tennis
Touchball	Outdoor	Golf
Speedball	Winter	Horseshoes
Tennis	Carnival	Diamond Ball
Golf	Indoor Festival	Physical Tests
	Indoor Track	Award Day
	Indoor Baseball	
	Volley Ball	
	Indoor Golf	
	Free Throwing	
	Goal Shooting	
	Boxing	
	Wrestling	
	Handball	

One of the chief aims of an intramural program is to fit students to be able to play the various sports to their heart's desire in order that they may have something to do with their leisure time while in school and after they graduate. This important aim is lost when those who are playing the games are not taught at least a few of the games' rules and fundamentals. A good knowledge of the rules and the fundamentals of any sport will elevate the ideals of sportsmanship. A faculty member should be in direct charge of the coaching and rule interpretation

of each sport for at least three weeks before the regular playing schedule begins. No sport should ever be sponsored where the ball is tossed out on the floor or field with the players and officials having little knowledge of the rules or fundamentals and told to go to it. Sportsmanship under such circumstances will ebb away, and the game will develop into a riot, regardless of what the sport is that is being played.

After the selection of the correct number and type of sports that are to be played in each season, it is important to decide how many weeks of playing time are to be allotted to each sport. It is very evident that some sports may overlap and as many as two or six sports may be played during the same period. For example, during January, basketball, ice hockey, wrestling, boxing, swimming, free throwing and goal shooting are all scheduled without any interference with one another. The number of contestants and teams has a lot to do with the length of the playing season in each sport. This number can only be estimated for the first year, but after a year or so the number of contestants and teams in each sport can be fairly well placed. Thus, it becomes an easy matter to name the dates for the beginning and ending of the schedule of each sport after the determination of the number of weeks each sport is to be played, the season

in which it is to be played, the number of teams and contestants to participate and the available playing time and space.

Methods for the selection of the various teams for competition in all of the sports, which will maintain team morale and interest throughout the year, are very important. The best system is to select units, such as the classes and home rooms or roll call rooms, which will be intact during the school calendar. From these units teams are organized for the various activities, but in some of the larger high schools a further classification for teams from each unit may be employed on the basis of height, age and weight. The most common classification, however, is on weight alone, and thus we have the lightweights and heavyweights in all the sports where weight is a factor. The popularity of any sport must be exceedingly great to carry to completion a schedule of games being played by a number of teams picked at random. In most places, football and basketball are about the only two sports where this can be done with success. The teams in such cases are divided into leagues, with heavyweight and lightweight divisions, and in the end the league champions play for the division championship of the school. In boxing and wrestling, the contestants are divided into the various weight divisions as follows:

Flyweight	95 to 105 lbs.
Bantamweight	105 to 115 lbs.
Featherweight	115 to 125 lbs.
Lightweight	125 to 135 lbs.
Welterweight	135 to 145 lbs.
Middleweight	145 to 158 lbs.
Light-heavyweight ...	158 to 175 lbs.
Heavyweight	175 lbs. or over

Championships may be determined on a single elimination or double elimination tournament. If there is plenty of time and space to play the games, a more favorable system is the use of a single, double or triple round robin because more teams are able to play many more games. A round robin, however, is undesirable in a majority of schools because of the limited time and playing space. The principal aim should be to have more students playing more games in various sports in order that they may learn to know more about a number of games and their rules. A playing schedule for each team is published, which includes the time, date, place and officials. The schedules are promptly placed on the bulletin boards and given to all team managers.

Responsible students are appointed team managers and never elected by the teams. A student appointed by the intramural board will be better

than one elected, because the board is in a position to select the responsible type, whereas the team sometimes elects the best player and he does not always show the greatest responsibility. The team managers are the contact men between the intramural department and their teams. Each manager should make sure of the schedule, the place to play, the time and, above all, see that every member of his team has this information in order that they are ready to play on scheduled time. Any equipment his team checks out for use during games from the intramural department he is responsible for as to its care and prompt return. Each team elects a captain who is responsible for the team's line-up to the scorekeepers and for other general duties of a captain during a contest. The same eligibility that exists for varsity players in regard to their studies should hold true for contestants in the intramural program.

Bulletins are very important items towards maintaining a successful and interesting program, provided that they are published with promptness and that the correct information is given right to the point. There may be four bulletins for each sport, as follows:

Bulletin Number 1 is published two or three weeks before the schedule begins. It includes the name of the sport, general rules, the dates the schedule will begin and end, the method of awarding the championship, the instructors in charge, the practice periods, last date for entries, school records in the events, if necessary, and all other general information.

Bulletin Number 2 is published two or three days before the playing schedule begins. It includes the list of teams, leagues, contestants, schedule, time, place, date and officials for each game, heat, match, bout, etc.

Bulletin Number 3 is published the day following (in the morning) games or contests. It must be complete and include final scores, line-ups, including points scored by each individual, batting averages, high point players, percentage standings, etc.

Bulletin Number 4 is published after the final game and includes the final standings, scores, matches, new records, high scores, etc. The standing in total intramural points to date for individuals, classes and home rooms is very important for the bulletin. All-star selections, if any, are published at this time.

A very good way to maintain interest and to bind the entire year's program together is by means of an

intramural handbook and a system of awarding points to individuals, class teams and roll call or home room teams. The handbook includes all information relative to intramural athletics such as the sports to be played, time, schedule, rules, point system, managers' duties, organization eligible, use of equipment, competition, etc. The point system is a method by which an individual class or home room earns points through competition. At the end of the year those who have the highest points receive the prizes on Award Day. A well established system of awarding points is as follows:

Individual Contestants' Points

Division 1.—Football, basketball, ice hockey, volley ball, indoor baseball, diamond ball, baseball, speedball, soccer ball.

(a) 5 points for playing on a winning team.

(b) 2 points for playing but not winning.

(c) 5 points lost for forfeiting a contest.

Division 2.—Outdoor winter carnival, indoor track, track, swimming.

(a) Each student awarded the points he scores in any of the races or events. Points scored are 5, 3, 2 and 1.

(b) Each student not placing is given 1 point for competing.

Division 3-A.—Boxing, wrestling, tennis (singles and doubles), horse-shoes, golf, handball.

(a) 5 points for winning a match.

(b) 1 point for playing but not winning.

(c) 5 additional points for 1st place, 3 additional points for 2nd place, 2 additional points for 3rd place, 1 additional point for 4th.

(d) 5 points lost for a forfeit.

Division 3-B.—Cross-country, free throwing, goal shooting.

(a) 20 points for winning 1st place, 15 points for winning 2nd place, 12 points for winning 3rd place, 9 points for winning 4th place, 6 points for winning 5th place, and 3 points for winning 6th place.

(b) 1 point for competing and not placing.

Division 4.—National playground and recreational badge tests.

(a) Any student passing any of the three tests is awarded the badge of the test in which he qualifies.

Class or Home Room Points

Major Division.—Basketball, outdoor carnival, indoor track, track, baseball, diamond ball, football, ice hockey.

(a) In each sport: 10 points for

(Continued on page 54)

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JOHN L. GRIFFITH, Editor

Educational Tours

THERE are two ideas of the function of an educational institution that are worth considering. One idea is that the work of a school or college should be carried on solely within the institution for the benefit of the students enrolled, which benefit will be in terms of scholarship and culture. This is a rather narrow view of education which carries with it somewhat the thought that an educational institution exists by and for itself. The other idea is that educational institutions exist for the purpose of benefiting society. Those who accept this conception of education subscribe to the objectives of education as laid down by the North Central Association of Secondary Schools and Colleges and do not accept the old idea of the function of the school or college, which idea was commonly upheld by the founders of the early American Colleges.

The question of the advisability of playing intersectional contests depends for its answer upon one's idea of the function of education and the relationship that the educational institution holds to society. A college professor once said, "As a professor I am opposed to students leaving town to attend football games, but as a father I advise my children each year to make at least one trip with the team." The *Chicago Daily Tribune* in a recent issue makes the following interesting editorial comment on this question of intersectional contests:

"While faculties complain, the young men of college age become more mobilized. From state to state they move to carry contest to some distant school, and football, basketball and track, debate and singing, oratory and religion, fraternity and Y. M. C. A. and military and naval training pull them away more frequently to remote regions. With expenses paid, with virtue and enthusiasm upon them, the young men, and sometimes the girls, become intersectional ambassadors. They carry back and forth a national acquaintance and they come to know America better than before.

"Though the practice is disrupting in an orderly curriculum, the growth of intersectional exchange is probably of value, and extension of it to more students

for their regular college work and to teachers would add further to our educational maturity. To our social life it gives solidarity. To education it gives liberalism and a broader tolerance of strange ideas and people.

"In the exchange of students over various geographies there is more educational value, perhaps, than in classroom drill. An adjustment of the college system to increased exchange would no doubt be of service all around. The European method of moving from university to university has advantages that America should not lose."

Democracy Versus Aristocracy

MR. DAVID LLOYD GEORGE, former Prime Minister of England, has recently written, "Parliamentary institutions are on trial . . . since the War parliaments have been falling out of favor. At least three European countries have discarded them in favor of dictatorships." When a people is exceedingly busy in looking after its own immediate business and affairs, such a people is inclined to treat governmental matters with indifference and boredom. Here in America we have a childish faith in the efficacy of the government to cure all our economic and social ills. At the same time we are not disposed to take the requisite amount of time in connection with our elections, and, consequently, we very frequently elect men to public office who are not competent to administer their own affairs efficiently, to say nothing about administering public affairs intelligently and honestly.

The administration of athletics in the educational institutions tends to follow the example set in the administration of our city, state, and national governments. Fundamentally, we believe in democracy, but, actually, we are inclined either to delegate authority to individuals who are in a sense supreme dictators or to allow persons who are hungry for power to set up dictatorships. Self-government in athletics is on trial just as, according to Lloyd George, parliamentary government throughout the world is on trial. Self-government will succeed only if the great body of our people is willing to give adequate time and thought to the study of administrative questions and to express honest and intelligent opinions concerning the same.

American Distance Runners

LAST June the track coaches attending the N.C.A.A. Track Meet at their annual dinner the night before the Meet discussed our future chances in the Olympic Games. Many interesting theories were advanced and suggestions offered by the college track coaches.

Following the track meet this summer between the team representing the British Empire and the team representing the United States, in which meet the British distance runners defeated the American distance runners, a great many people inquired why we do not do so well in distance running as we do in the short track events and the field events.

Mr. George Orton, one of the best long distance

runners we have ever had in this country, presents his views on this subject in this issue of THE JOURNAL, and other men who have given considerable thought to this matter have been asked to express their views in subsequent issues. It is to be hoped that, out of these different studies of a matter that is of interest to all athletic men in the schools and colleges, some good will result.

Here are certain phases of the question which should be understood if an intelligent answer is to be given:

(1) Are the college distance runners of today inferior or superior to the college distance runners of earlier days?

(2) Can twenty-two year old college distance runners be expected to defeat thirty year old men from other countries?

(3) Why do not the college distance runners continue in competition in this country five or ten years after graduation?

(4) Is it desirable from the standpoint of the athletes that these men after graduation from college devote as much time to training for the Olympic games as the members of the Davis Cup Team each year devote to tennis?

(a) Is it a good thing for the sport to have a group of semi-professional track and field performers?

These are interesting questions which should be treated rationally. Those who have something to contribute to the study are invited to send their material to THE JOURNAL office with permission to publish the same.

The Killing Instinct

IT has been said that men are never satisfied unless they are killing something. If it is true that human beings possess the killing instinct, and if this explains in part why we have wars and why last year over six million hunters took out licenses to kill wild game in the United States and Alaska, perhaps it also explains in part the attitudes of some toward others who are in no sense of the word to be listed as enemies but who perhaps are attacked as fair game. For instance, how much of the killer instinct is there in those who, figuratively speaking, demand the blood of the coach whose teams have been defeated? To what extent does the killer instinct influence those who attack an official verbally or otherwise? Does the man who, like a crusader, takes up weapons against athletics because some things in some athletics are displeasing to him, glory in the fight because of the fight and oftentimes lose sight of that for which he is supposed to be fighting?

A man's thinking, after all, is very largely shaped by past experiences, many of which have possibly

left their stamp on his emotional nature. If his relationships with athletics have been pleasant, he is inclined to have an optimistic view of athletics, but, if he has had some unpleasant experiences in connection with this departmental activity of the educational institution, he may be unduly alarmed by the monster athleticism. Often, if we search, we will find that some of the severest critics of college athletics, who literally and figuratively would kill the hydra-headed beast, have been animated by such human qualities as jealousy, hatred, or fear. Those who believe in athletics, on the other hand, and who have the best interests of the game at heart are the men who try to improve conditions; these men possess none of the killer instinct so far as their attitudes toward the game are concerned.

Football Offense Old and New

THE majority of the football teams before the advent of the so-called new game played punishing football. The theory of attack was similar to the strategy employed by the boxer who attempts in the early rounds to wear down his opponent with left hand jabs so that in the last few rounds he may perhaps win decisively; so many of the coaches planned to whip their opponents in the first half and make their scores in the second half.

This kind of football was not so interesting as is the present game to the spectators, and, further, it did not call for so high a degree of intelligence, alertness and speed as is demanded of all the players by the new game.

It is still possible to play the old type of punishing football successfully under the present rules provided the coach mixes enough lateral and forward passing and end running in his plays. The coaches, however, who employ the old bone-crushing, punishing strategy of days gone by do not win more championships than do the other fellows who concentrate on gaining yardage all through the game rather than concentrating on attempts to whip the opposition, material and everything else taken into consideration.

If the rules were to be changed putting a premium on the old theory of offense, football would lose much of its attractiveness both for the players and spectators. There is still enough bodily contact in football to satisfy everyone who likes a rough and tumble game. There is a different psychology in effect in football today, however, as compared with the notions that were more or less commonly held years ago. In those days men were taught to block and tackle viciously with the idea of taking the fight out of their opponents; in other words, of subduing or whipping them. Today college men are taught to block and tackle desperately because, unless a man does block hard he will not block well, and if he does not tackle desperately the opponent will get away from him. Today the play is the thing while formerly the opponent was given more attention. The change that has taken place has been a change for the better.

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Does Disaster Face the American Olympic Team in 1936?

By George W. Orton

APATHY rules, overconfidence holds sway, in spite of the fact that disaster faces the American Olympic team in 1936. Gone are the days when our Olympic teams could journey abroad and know for certain that they would clean up in the hurdles and practically all the field events. This was shown well at the last two Olympic Games. Germany, Sweden, Finland, France, Italy, Japan, and other countries have had their best men sent over to this country to learn the training methods and the technique especially of the hurdles and the field events. We no longer can count on winning the majority of these contests. Each Olympic meet will find the competition in these events closer, and we shall do well to win even a majority of them. If we cannot come through in these events, then our Olympic team is practically sure to be beaten, as we have not shown that we can win in any event above the quarter mile with any consistency. The whole matter narrows itself down to whether this country is willing to spot the other countries of the world practically all of the distance events and expect to win, willy-nilly.

In view of the above, which is recognized as true by all the big coaches of the country and by all others who have a broad view of Olympic matters, why is it that this country is doing so little to develop distance runners? When a man like Lawson Robertson, head coach of our last two Olympic teams, comes forward and states under his own signature that he believes the American youth lacking in stamina, we get an inkling of the basic facts of the case. Personally, I take issue with my friend Lawson, as I believe that our American youth have just as much stamina today, fundamentally, as their forefathers, who built up this country when real stamina was necessary. I also hold that the American army which fought in France, by far the youngest army in point of years in the field, proved conclusively that our young American manhood measures up to any in the world for stamina.

If we should grant that Robertson and others who believe as he does are right, then how, by any process of reasoning, can we develop stamina by shortening our distance runs, as this coterie desires? It takes long dis-

tance work to develop stamina, and any student of distance runners or of distance running knows that unless this long distance running is done by the runner between the ages of seventeen and twenty-one, it will not be done at all. I was very much pleased that the I.C.A.A.A. threw out the suggestion or motion that was brought up cutting down the distance of the Intercollegiate A.A.A.A. Championship race from six to four miles.

This whole matter of developing distance runners has been banded back and forth between the A.A.U. and the various college associations or conferences. The college coaches in general seem to think that it would be too much to ask their runners to run a five or six mile flat race, and state that it is up to the A.A.U. to develop our distance men from more mature runners than the colleges have in their ranks. At the same time, most of the college associations have cross-country championships at either the five or six mile distance. The A.A.U. state that they cannot develop distance men unless the colleges send distance men out for club competition after their graduation. The A. A. U. is right, because it is but rarely that a mile or two mile runner develops into a five or ten mile runner.

The real fact is this, that if the colleges of this country do not develop distance runners for our Olympic teams, we shall not have them. Close to 90 per cent of the personnel of our last two Olympic teams were college men, graduate or undergraduate. These figures mean that we must develop our distance men in our colleges. Personally, as I have already stated, I believe that our American youth have plenty of stamina. This is proved by the fact that we always have fine one mile runners in this country and especially by the fact that we have many fine Marathon runners. If our young men can run miles well and twenty-five miles well, then they can surely run five or ten miles well.

The only way that Americans can develop a lot of real distance runners is to give the boys some competition. At present, the various college associations have a one mile and a two mile run on their programs. The procedure generally is to take the milers who are not quite fast enough to make the mile, and develop them into two milers. Each fall, at many colleges,

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large cross-country squads turn out, and many fine cross-country runners compete in the various college championships. Scores of these cross-country men feel that they are too slow to make the one or two mile events; so they take up some other sport in the spring or do nothing. If a five mile run were put on the college programs for the dual meets and the college championships, all of these men, with some spring recruits, would stay in training.

Nearly all of our best milers and some of our fastest half milers and even quarter milers started as long distance men. Barbuti, the only man to win a track event for America at the last Olympics, was originally a long distance runner. Tommy Conneff came over to this country as a

five and ten mile runner but ended up as one of the fastest milers the world has ever seen, as his long standing record of 3 minutes 2.8 seconds for the three-quarters mile proves, a record that all the great milers since 1895 have tried to break in vain, including Nurmi, who has tried to crack it on no less than six occasions to my knowledge. Mel Sheppard started as a cross-country runner and five miler but ended up as one of our greatest quarter and half milers. Why were these men so good when they finally developed speed? They were super runners because they had developed real stamina in their early long distance work. Thus, if we had a five mile run on our college programs, we would not only soon develop a fine lot of fast men for the longer distance

races at the Olympic Games, but from these long distance men we would also develop more fast milers, half milers and even quarter milers.

If the various college associations would add this long distance event to their programs, they would at least give evidence of trying to remedy the most serious situation that has ever faced our American Olympic teams. It is distinctly up to them, and if we lose our leading position in 1936, there is no doubt where the blame can be fixed. I have not made any pessimistic prophecy about the 1932 Olympics in Los Angeles because we should win there handily both because the competition is on our own soil and because lack of finances will keep some of the leading teams from being at full strength.

The Importance of Defense in Basketball

By Dr. W. D. Fletcher

Assistant Coach, Colorado School of Mines

IT IS seldom that one listening to conversations of individuals associated with athletics fails to hear that old adage: "A good offense is the best defense." Particularly is this the case when these persons are referring to football and basketball.

While this is not designed to be a dissertation on the various phases of football, still one cannot refrain from pointing to the fallacy of such an argument when applied even to the grid-iron game. Teams specializing in offense, as far as football goes, are very conspicuous at game time. While they may roll up large scores, when competing against teams of equal ability, they also sustain large numbers of points on the opposite side of the ledger. It is only common sense to presume such an argument, because the best football teams place a proportionate amount of emphasis on defense. Otherwise, scores in games between the elite of football—the deluxe teams in their "big" games—would be those of unusually large counts. And the records show that such is not the case.

Turn now to the indoor pastime called basketball. Here again we find that some coaches at least pretend to place all of the emphasis of their teaching upon offense. Is defense an equally important feature with offense in basketball? This is a question which would go a long way toward answering this old argument, provided a satisfactory means of solving it could be found.

The records of basketball, over a period of several years, should and do throw considerable light upon this

question of offense versus defense in the king of winter sports. The writer consulted the records of teams in three of the country's largest conferences over a period of ten years, and compiled statistics which should have a bearing upon the question being considered. These conferences were the Eastern Intercollegiate League, the Western Intercollegiate Conference or "Big Ten," and the Pacific Coast Conference.

The method employed in arriving at the solution through the compilation of statistics was, first of all, to give each team three ratings in each conference season. The first was the place in which the team finished when the season had closed—that is, first place, second, and so on, in the order of their standings from the standpoint of games won and lost. Next, each team's offensive rating was considered. The total number of points scored during the season was divided by the number of games played to give the season's offensive or scoring average. Upon this basis, the teams were again given places on their offensive ability; the team with the best offensive average being given first place, the next one given second place, and so on.

The same was then done with the defensive side. The total number of points scored against each team was divided by the number of games played to give the defensive average. The team with the lowest average

score against it was placed first defensively, the next one second, and so on.

Then came the matter of determining whether a team's offensive strength or weakness, or its defensive strength or shortcoming, or both factors equally, was responsible for its percentage in games won and lost. If a team led its league, being first in the percentage column of games won and lost, and also led the league in scoring, as well as having the lowest average score against it, undoubtedly both offense and defense contributed equally to its standing.

On the other hand, supposing a team finished first in the percentage of games won and lost, and led the league in scoring, but was fifth in the matter of its defensive record. Such an aggregation owed its entire success of finishing high in the percentage column to its offensive strength, and in spite of its defensive weakness. Had its offense been as weak as its defense, it would have finished fifth, or somewhere lower at least than first place.

Take another example, which is revealed through this data. A team ends the season in fourth place in the percentage of games won and lost, and leads the league in scoring, but is third as regards defensive ability. Here the defensive weakness would be responsible for its failure to finish higher in the standings, for the offensive strength undoubtedly failed to pull it up, whereas the weak defense pulled it down. A team which finished fourth, and was third on offense and fifth on defense, owed its



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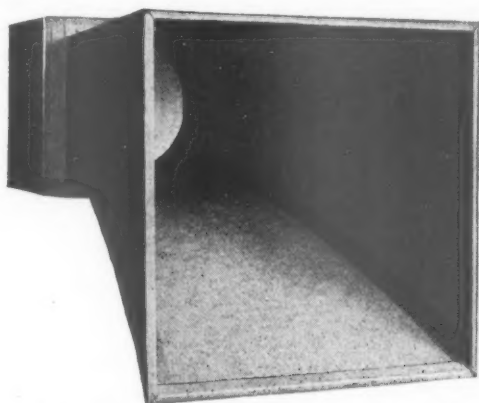
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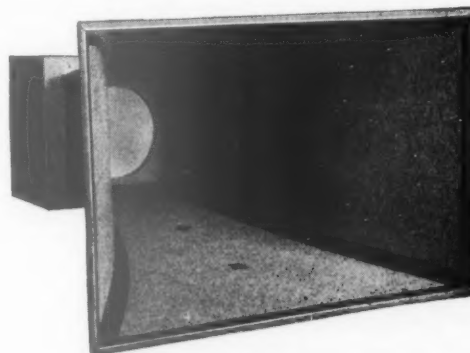
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place to both factors equally. That is, its offensive strength should have pulled it to a higher place, and its defensive weakness would tend to pull it lower. Both were equally responsible for the fourth place position.

Using this as a means of determining whether offense or defense, or both, is responsible in the greatest number of cases, let us glance at the results obtained by this study.

During the ten seasons in question, in the three leagues mentioned, 216 cases are brought to light. That is, each year ten teams in the "Big Ten," and six in the Eastern Intercollegiate League, and from four to seven in the Pacific Coast Conference contributed their records. Thus, in ten years the total is the same as though the records of 216 teams were being considered.

Offense as a single factor for a team's high or low rating in the standings, due to offensive strength or weakness, was responsible for the standings in games won and lost a total of 77 times, or about 35 per cent of the time. Defense as a single factor in a team's high or low rating, due to ability or inability to hold the opposing teams in check, was responsible 85 times, or in 40 per cent of the cases, while both offensive and defensive strength combined was responsible for a team's strength 54 times, or about 25 per cent of the cases considered.

The records, therefore, show that defense was responsible oftener than offense or the defensive-offensive combination. Now, it would be futile to

say that defense is of greater importance than offense, since it is through a team's offensive strength alone that scoring is accomplished and games won. However, the records do prove that defense is at least equally important. And perhaps it should be given five per cent more stress than offense for two reasons at least. First, the average basketball player is "offensive minded"; that is, the boy from the grades through college enjoys shooting baskets and scoring, and even passing and pivoting, all factors on the offensive side. Therefore, he has to be taught defense and defensive footwork, which he does not naturally acquire. Second, a team's defense is always more consistent than its offense, because scoring at times tends to become erratic. The defensive work, on the other hand, because it does not demand the use of the accessory and more lately developed muscles, as is the case in shooting baskets and other phases of offensive technique, can be relied upon to a far greater extent.

The records would, therefore, offer this suggestion to every basketball coach. Defense should receive at least an equal share of the time in practice sessions with offensive technique, both as to individuals and as to team phases. Perhaps it should receive five per cent more time than offense, but at least an equal amount, for the statistics show that defense is at least as important as offense. One cannot afford to neglect defense in order to place more emphasis on offense, because the data compiled does not war-

rant such an unbalanced ratio of stressing fundamentals of offense and defense.

In connection with this data, it is also interesting to note some other statistics. The highest average in points scored in these three conferences during any one season was accomplished by the Oregon Aggies, who during the season of 1921-22 scored an average of 33.5 points a game. In 1925-26, Bill Reinhart's Oregon team scored an average of 33.2 points a game for the second best offensive average. Indiana leads the "Big Ten" in this respect, having scored a fraction over 31 points a game during the seasons of 1925-26, 1924-25 and 1923-24. Columbia tops the list in the East, having scored an average of 32.8 points a game in 1925-26.

During the past ten years, the best defensive average ever established by a team during any one season was made by Dr. Meanwell's Wisconsin Badgers in 1922-23, when they held their rivals to an average of 12 7/12 points a game. Penn in 1915-16 let the opposition down with an average score of 15.4 points a game, to create the best record defensively in the East. During the season of 1917-18, when Dr. J. Fred Bohler of Washington State admits that the season was far below the average, as it was a "War year," the Oregon Aggies held their opponents to an average of 9.3 points a game. However, they dominated the rest of the conference with a veteran outfit, while their league rivals were not up to the usual standard.

Sport Tolerance

By R. H. "Bob" Hager

Supervisor of Physical Education,
Tacoma Public Schools,
Tacoma, Washington

READING matter in this publication is digested primarily by those of us who are coaches, physical educators or recreation leaders in school, college or municipal programs. The material in this article is essentially for men in this group, but a hope is held that there may also be a worth while message for the members of athletic teams who may read it.

Football teams are in full swing with the sport spotlight turned their way. School assemblies are being held and rallies of every description are in vogue. Service clubs and chambers of commerce are planning their "Football Days." Speakers are being sought who can put the "Big Idea" across. Someone who may thrill the listeners with some flowery sentimental remarks about the great benefits of football and sports in general is in great demand.

The "social values" of an athletic

program will be the digested subject matter of many a noonday sport pep talk for student body assemblies.

Football does all this now, basketball will follow with much the same program; then baseball, track, and so on down the line.

Is your attitude toward sport right to further this socializing promise for sports? If you could answer me you would say, "Just what do you mean, 'Is my attitude right?'" I mean just this: Is your attitude toward sport that of the specialist, or do you have an attitude of tolerance toward other coaches, other coaching systems, other sports than the one you are coaching or are most interested in?

Intolerance is a demoralizing agency

in any city, state, or nation. Many of us are guilty of teaching this intolerance to our athletes by our own actions, words, and theories. We have no right to claim that our athletic teams are a socializing agency if we are allowing this intolerance to exist in our program or, worse yet, if we are preaching the doctrine.

We as coaches, physical educators and recreation leaders do not have to hold a brief for any particular sport. Too many of us are spoiling part of the most commendable by-products of an athletic system by always dealing in sports on a comparative basis. It is not necessary to the success of football to say that it is the only sport worth while. Football certainly can stand on its own merits, as can any other sport, without our forever feeling that we must tear down the following for all but our own selfish hobby.

I once knew a football coach who,

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We consider ourselves fortunate in having these two successful coaches write this book for us:

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One section of this book begins, "Common sense is the most important requirement in the training of a basketball team." Here are a few of the subjects covered in this section:

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When the teams grow stale on the day of the game.

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whenever he was called on to give an after dinner speech, would pick on "crew." The chief reason was because he had a little joke that never failed to please the hearts of the former wearers of moleskins. He would always say that if he ever went back to college he would go out for crew because that was the one sport in which you could sit down to scrimmage. This was a very smart remark if he had always been careful to select his audience. To a crew man this was quite unethical and cast a cloud of opposition between him and the football coach.

There is no man who has played on a football team, lived under the same roof, eaten at the same table, or rubbed shoulders on the gridiron with his team mates who does not feel a lifelong bond of friendship. Football players have friends who are friends just because they too were football players. If these same football players are golfers they have still a larger circle of friends. Each sport one adds to his program will bring with it a new circle of friends. These friends

are closer because they have a kindred feeling, a mutual understanding of the difficulties and pleasures and thrills of their chosen hobby. Unfortunately, we can not play all sports, but we may at least recognize the fact that any sport which attracts a large group of people has its problems, its thrills and worth while compensations. We may count among our friends many people who feel that we recognize in their chosen hobby a challenge even though we may not count it among our own.

Sports come pretty close to the hearts of most of us. "Love me, love my sport," is our creed. The person who manifests utter disregard for this creed by word or action loses much more than he may ever realize.

If you want to test yourself as to sport intolerance just glance over this list of sports: football, crew, basketball, baseball, golf, horseshoes, tennis, fishing, soccer, ping pong, archery, hockey, boxing and wrestling.

Answer these questions:

1. Which ones do you like?
2. How much do you know about those you do not like?

3. Do you know the rules of those you do not like?

4. Have you ever said uncomplimentary things about any of the above games?

5. How do you feel towards anyone who says uncomplimentary things about the ones you like best.

6. If you are devoted to tennis would you patronize a barber who honestly feels that anyone is a "sap" who plays tennis and frequently says so?

It is my honest belief that no person ever practices intolerance in sport without some unfavorable reaction. These ill effects may carry over into and very materially affect our every walk of life. Somebody may be avoiding you or me today because we have at some unthinking moment allowed our immature judgment on some branch of sport to be broadcast.

"Live and let live" has a lot of sound philosophy in it for the coach, physical educator or superintendent of recreation who hopes to have his program bear fruit as a socializing agency.

The American Legion in Junior Baseball

YOU ought to see those little kids play baseball! It's a revelation the way those youngsters can bat and field."

Judge Kenesaw Mountain Landis, high commissioner of organized baseball, was speaking. He was telling Memphis, Tennessee, newspaper reporters what he thought about the American Legion Junior Baseball Program. The scribes might or might not have been particularly impressed with what Judge Landis said, but when they saw the Legion Junior teams scrapping for the national championship the next day, everyone had to admit that the lads exhibited a brand of baseball on a par with professional excellence.

The Legion Junior World Series was played in Russwood Park, home of the Memphis Chickasaws of the Southern Association, August 28 and 29. The opening game was a thriller from start to finish. The boys were on their toes at all times, and an extra frame was necessary to determine the winners. The competition was between Baltimore, winners of the Eastern championship of the United States, and New Orleans, champions of the West. New Orleans came to bat in the first inning and chalked up two runs. There the scoring stopped until the

seventh inning, when the Eastern champs tallied twice for a tie. New Orleans scored two runs in the eighth and when the Baltimore lads came to the plate they managed again to even the count.

Spectators, and scribes as well, edged forward in their seats. Judge Landis and other high officials of organized baseball who were in the stands were likewise thrilled. Neither side scored in the ninth, however, and the game went into overtime session with the fans cheering wildly. The New Orleans players were retired in order and the Eastern champs went after the golden opportunity. The bags were loaded with one down when youthful Charley Burrows, pitcher, won his own game with a perfect "squeeze" bunt to bring in the winning tally. Baltimore won again the next day, 10 to 4, and another successful season of American Legion Junior Baseball was brought to a close.

Upwards of 400,000 boys throughout the nation, all under seventeen years of age, were on the diamonds this year playing baseball under Legion guidance and learning valuable lessons in sportsmanship and fair play. The Legion is not sponsoring this activity merely to give boys recreation during the summer months.

Instead it is an Americanism activity. The whole program is based on the theory that the rules of good sportsmanship and good citizenship are closely akin, and in conducting the annual competition the Legion believes it is making a worth-while contribution toward the development of a better American citizenship.

The informal support and recognition that intercollegiate athletics gave the Legion program this year was most gratifying to Russell Cook, former athletic coach and now national Americanism director of the Legion and in charge of the baseball activity. Cook resigned as athletic director of Danville, Indiana, Normal College early this year to accept the Legion position. He calls attention to the fact that several coaches and others gave invaluable aid in officiating at tournaments and in acting as Legion state athletic chairmen.

"Potsy" Clark, former athletic director at Butler University, had charge of the Legion regional tournament played at Quincy, Illinois. T. C. Kasper, director of athletics at South Dakota State University, and who will be remembered as an old Notre Dame football star, was Legion athletic director for that state. Dale Miller of Indianapolis, Western Conference bas-

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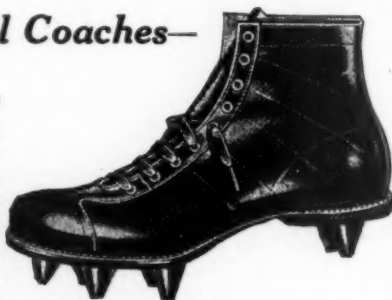
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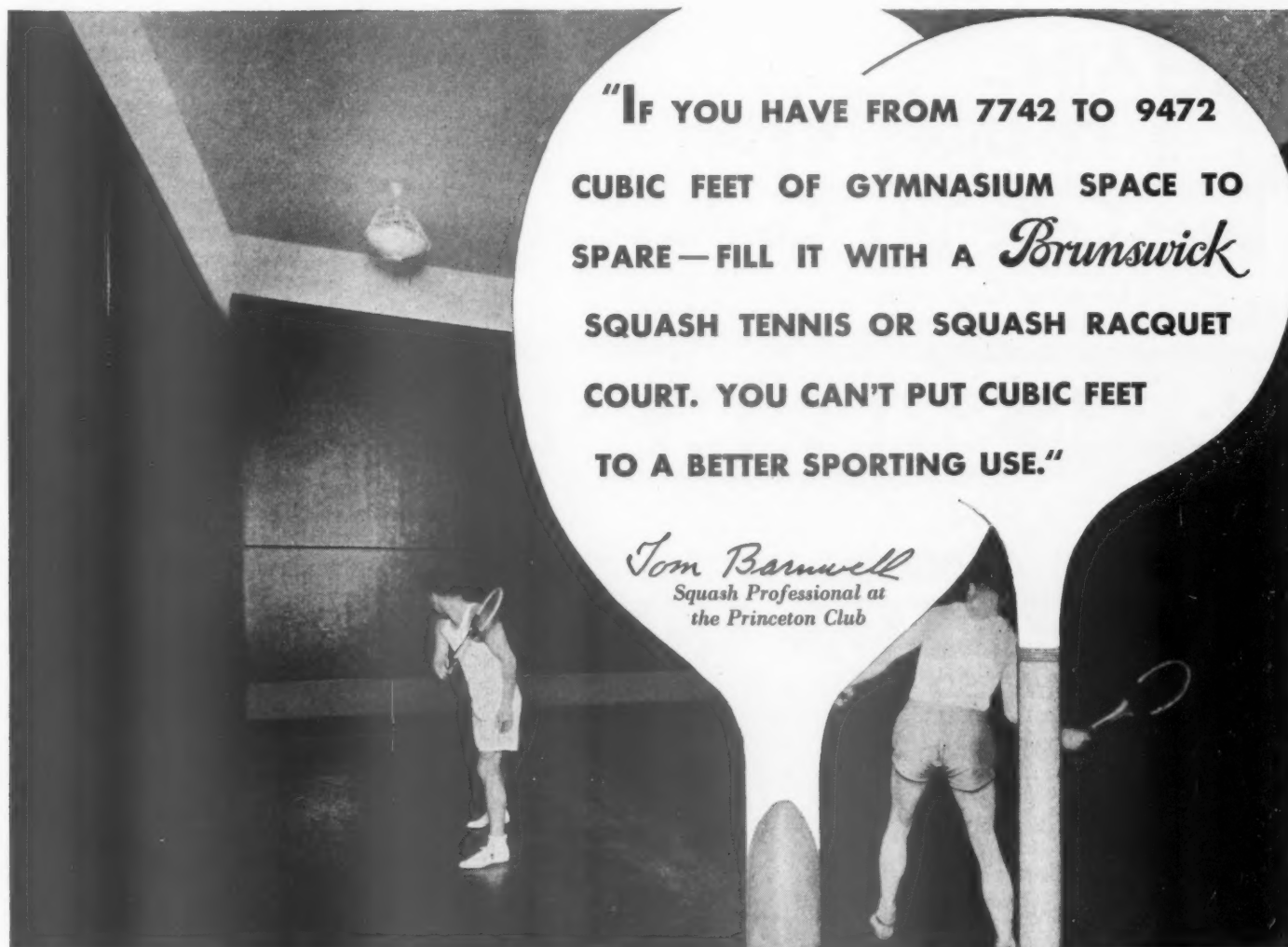
ketball umpire, supervised the playing of the regional tourney at New Orleans. Joe Russell, director of athletics at the Denver Athletic Club, was Legion athletic chairman for the state of Colorado. Roy S. Keene, athletic director of Willamette University, Salem, Oregon, was the commissioner in charge of the Junior tourney played at Baker, Oregon. Keene was also Legion athletic officer for Oregon.

"The interest that intercollegiate athletics has shown in our program has been most encouraging," Cook said. "We are indeed grateful for this cooperation. The men who are trained in athletic work can best appreciate what the Legion baseball activity means to the thousands of boys that participate each year. In every state the Legion has welcomed the assistance of men who are capable of giving the program wholesome guidance and instruction, and it is my hope that we will continue to have help from this source in the future."

Can the youngsters really play baseball? One of the unusual features of the program this year has been the excellent playing of many teams, which has often had every appearance of big league standard. Here are a few things that actually happened. Fifteen year old Herbert Stoegebauer of Oshkosh, Wisconsin, hurled a no hit, no run game to blank the Winnetonne team. He fanned thirteen batters and issued two passes. Young Robert McShane of Newburg, New York, playing on a team sponsored by the Galloway post of the Legion, pitched a no hit, no run game against Walden, which gave his team the county championship. The boy pitcher took the mound again in the afternoon of the same day and hurled a second victory for the district championship.

The state of Florida reports that Jerome (Bill) Dineen of Palatka pitched a no hit, no run game against the Deland team, striking out thirteen and walking two. A report from Niles Center, Illinois, says that Edward Baumann, pitching for the Niles township team, struck out sixteen in a game with the Catalpa Aces of the North Shore Post. It was a pitcher's duel from start to finish, and Baumann's strike-out record was only one ahead of that turned in by Don Driza of the Aces. These are only a few of the reports of exceptional playing that have reached the Legion National Headquarters in Indianapolis.

Not only have the boys pitched no hit and no run games just as the professional players sometimes do, but the contests have been sufficiently close to provide plenty of excitement



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and interest for the spectators, as well as for the players themselves. When the Western sectional championship games were played at Colorado Springs, Colorado, the tourney was featured by two eleven inning contests. Baltimore had to play a ten inning game in the Eastern sectional tournament at Charlottesville, Virginia. In every instance, whether they lost or won, the boy players displayed a fine sense of sportsmanship and their conduct was exceedingly commendable in every way.

The Legion program has had a most phenomenal growth in the past three years. The activity was first started in 1926, but the first big national success came in 1928, when the American and National baseball leagues underwrote the expense of holding the various tournaments to the extent of \$50,000. A similar contribution has been made by the big leagues each year since, and the number of boys participating has increased from 125,000 three years ago to the present mark of 400,000, with every indication that it will continue to expand. Approximately 35 per cent of the Legion's 10,000 posts scattered throughout the country sponsored teams in the season just closed.

Any boy who will not have attained his seventeenth birthday prior to September 15 is eligible to play in a Junior team under the rules and regulations as laid down by the Legion's National Americanism Commission. The competition is open to any and all boy teams, entries being made through the local Legion post. Commercial houses, newspapers and various other groups and organizations have outfitted teams, provided managers and sponsored their play. Most of the teams, however, have been organized, equipped and managed by the posts.

There are no restrictions on the number of teams that a Legion post may sponsor. In Richmond, California, this year one post sponsored thirty-six teams. A report from Tampa, Florida, shows that 197 teams were organized in that city alone. In cities where several teams have been organized, the Legion has formed leagues with a regular schedule of games throughout the season. The formation of leagues has been particularly urged so that the boys will have the opportunity and incentive to continue playing after their teams have been eliminated from the championship running. The Legion realizes that the sportsmanship objectives can only be attained in proportion to the number of games played. For this reason special citations were offered this year to teams winning the great-

(Continued on page 54)

HUDDLE

Former Notre Dame Star says:

"THERE are situations in the story concerning quarrels among the players. Others reveal the ill feelings some of the players have for the coach. Then there is that inevitable condition in which the best girl plays her part. There is no use denying the truth of this last statement, for football players are human after all.

All of these little angles weave their way throughout the story and lend their assistance to make *HUDDLE* one of the best and most realistic college stories ever written."

Jack Elder

"I know no contemporary who is better qualified to write modern football fiction than Francis Wallace; this is particularly true of the kind of football we play at Notre Dame, as he has had an opportunity to observe it from the inside for the last eleven years.

"Wallace was a student here from 1919 to 1923 and for three years was official newspaper correspondent at the university. During that period he saw all of our games at home and abroad, attended the daily lectures and practices during the spring and fall, and once was second only to Harry Stuhldreher in a written quiz on football strategy. He has known Notre Dame stars as students from the time of George Gipp and the Four Horsemen on down to Carideo, Cannon and the most recent players.

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Football Rules Changes: Questions and Answers

THE Big Ten Conference football coaches and officials met Saturday, September 13, in Chicago to study the 1930 rules.

The following changes which had officially been made by the Football Rules Committee were announced.

Official Changes in Rules

Phraseology

Rule 6, Section 1, Supplemental Note at top of Page 20; as well as Rule 8, Section 2, Article 3, second supplemental note, last sentence. Change the present wording so that this note reads "If a return kick is made, Section 6 of Rule 7 applies."

Rule 6, Section 2, Article 3, fifth line. Rule 7, Section 8, Article 2, Item 2, second line. After the words, "field of play" insert the words "or end zone."

Rule 7, Section 2, Article 1. Add at end of this paragraph the words "when the ball is snapped."

Rule 7, Section 5, Article 2, Item 2, Penalty (2). At the end of first line after the word "touched" insert the words "in the field of play."

Rule 7, Section 6, Article 1. The last two sentences have been changed to read as follows: "If he so touches or recovers the ball, the opponents may put it in play at the spot where he first touched it. If they do not choose to exercise this privilege after the ball becomes dead, the touching of the ball shall be disregarded. If the kicking team recovers the ball it is dead at the point of recovery."

Rule 7, Section 7, Article 1 (h). Strike out the words "When a foul has been called" and insert the words "During enforcement of penalties."

Rule 9, Section 6, Item 6, fourth line. After the words "field of play" insert the words "or which, after the penalty is enforced leaves the ball in possession of the offended team back of its goal line."

Questions and Answers

The following questions were submitted at the meeting, together with the answers, which were accepted as applying to the questions.

1. Rule 3, Section 1, Page 13. *Question*—Is the referee's watch to be accepted as the official timepiece in deciding the time for the beginning of the game?

Answer—Yes.

2. Rule 3, Section 3. *Question*—A player of Team "A" throws his body against the legs of a player of Team "B" (who is not carrying the ball) from behind or at slightly above the

knees of the player of Team "B." Shall this be construed as clipping? While the rules provide that clipping must occur below the knees, the question is: shall clipping be confined to occasions when players are clearly struck below the knees or shall the spirit of the rule be enforced by inflicting the clipping penalty when the player is struck at or slightly above the knees?

Answer—It shall be construed as clipping if a player throws his body against the legs of an opponent who is not carrying the ball from behind or if at any time in the block the body of the blocker strikes the opponent's legs below the knees from behind even though the first point of contact may have been above the knees.

3. Rule 3, Section 8, Article 1, and Rule 8, Section 1, Article 4. *Question*—Does the maker of a fair catch after he takes two steps still have the protection afforded to a maker of a fair catch so that the opponents cannot tackle him and throw him to the ground, and do these fouls, if they are fouls, offset each other?

Answer—If the maker of a fair catch takes more than two steps either in attempting to run with the ball and in the event that the referee decides that he did not make a legitimate signal or in case he palpably attempts to deceive the opponents, he shall be considered as having violated Rule 8, Section 1, Article 2, and if he is tackled by an opponent the two fouls will offset each other. If, however, the maker of a fair catch technically advances beyond the spot of the second step, and is then tackled the tackler shall be penalized fifteen yards provided the maker of the fair catch was thrown to the ground.

4. Rule 3, Section 8. *Question*—(1) May Team "B" make a fair catch on the kick-off?

Answer—Yes.

Question—(2) May Team "A" make a fair catch on the kick-off?

Answer—No.

5. *Question*—Team "A" in its own end zone. A player of Team "A" steps over the end line. "B" is offside in the line. When "A" steps over the end line shall this be considered as a foul which is offset by "B's" foul in the line?

Answer—Yes. This is a specific ruling for the Conference.

6. Rule 3, Section 28. *Question*—(1) A back fades back just before the ball is snapped and another player

who is standing goes to a full crouch while the other half is moving; the ball is passed while both are moving. Is this to be considered as a shift and simultaneously in motion and a penalty or not?

Answer—If the second player while another is in motion toward his own goal line makes any deliberate motions which may be construed as attempts to draw the opponents offside, he shall be penalized under Rule 7, Section 3, Article 4. This will not, however, be construed as coming under the shift rule.

Question—(2) Team "A" back in motion toward his own goal line and Team "A" end moving laterally. Is this a shift?

Answer—Yes.

Question—(3) Team "A" back in motion toward his own goal line and Team "A" guard offside in the line. Is this a violation of the shift rule?

Answer—If no shift has been made the man offside in the line will be penalized under the offside rule and not under the shift rule. If following a shift a man in the line is offside before a second has elapsed he will be penalized under the shift rule.

7. Rule 3, Section 30. *Question*—(1) In the play where the center passes the ball out of bounds, in the event that he passes the ball forward how should he be penalized?

Answer—He should be penalized under Rule 7, Section 3; Rule 3, Section 30, for not putting the ball in play properly, and the ball is dead.

Question—(2) The center attempts to pass the ball backward out of bounds. The ball, however, hits an opponent and rolls out of bounds at a spot behind the "A" team center.

Answer—The ball belongs to "B" at the spot where it crossed the side line.

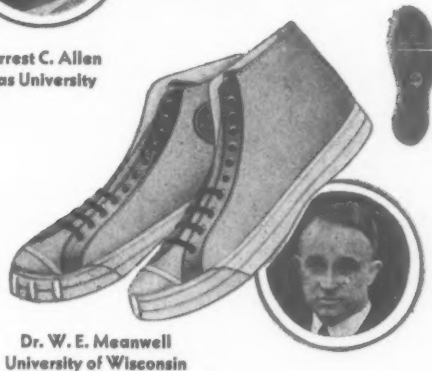
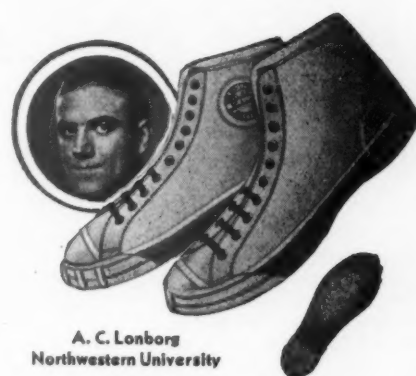
8. Rule 4, Section 1, Article 1. *Question*—May a man leave the field during the one minute intermission between first and second and third and fourth periods?

Answer—This year's rules do not provide a specific penalty. However, the referee may enforce a penalty if the player who leaves the field communicates with anyone not in the game, or he may penalize for unsportsmanlike conduct.

9. Rule 4, Section 3, Article 1. A. R. *Question*—Should the field judge stop his watch when he, the umpire, or headlinesman calls the foul until the referee blows his whistle?

Answer—The field judge cannot

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stop the watch on fouls that have been called by others than the referee until the referee blows his whistle and declares the ball dead. The field judge, however, may stop his watch on out of bound plays, incompletes, passes, touchdowns, touchbacks, and safeties before the referee blows his whistle on such plays.

10. Rule 4, Section 3, Article 4, Approved Rulings; Rule 4, Section 3, Article 5, Supplemental Note. *Question*—In the event of a tie and the team in possession of the ball is satisfied to take a tie, may they send in substitutions and continue to do so during the last two minutes, thus killing the last two minutes of the game?

Answer—The referee may direct the field judge to stop or not to stop the watch.

11. *Question*—May there be successive times out?

Answer—No. Time cannot be taken out again until after a play has elapsed.

12. Rule 5, Section 2. *Question*—May a man substituted at the start of the second half communicate with the other players?

Answer—Yes.

13. Rule 5, Section 3, "Special Notes," Page 18. *Question*—Is the umpire this year responsible for the interpretation of questions relative to the legality of players' equipment?

Answer—Yes.

14. Rule 6, Section 1, Article 1. *Question*—"A" kicks off, "A" is offside, "B" receives and makes a touchdown. May the penalty be declined? Note particularly the use of the word "must" in the following portion of the penalty under this Article, "ball must be kicked over again and new restraining lines established by the five yard penalty."

Answer—Yes.

15. Rule 6, Section 6, Article 1, Page 20. *Question*—(1) Team "A" kicks off out of bounds twice and in each instance a Team "A" man was offside. Does Team "A" kick off again?

Answer—It is "B's" ball on the 45 yard line.

Question—(2) If Team "B" was offside twice and Team "A" kicked out of bounds both times where and how is ball next put in play?

Answer—B's ball on the 35 yard line.

16. Rule 7, Section 1, Article 3. *Question*—"A" in attempting to run the ball out from behind his own goal line is tackled and the ball comes to rest with the forward point on the field of play and the backward point in the end zone. Is this a down that calls for another play or safety?

Answer—It is a down and not a

safety. If on fourth down the ball goes to the opponents the forward point of the ball is to be transposed.

17. Rule 7, Section 2, Article 2, Page 22. *Question*—Player of Team "A" charges into the neutral zone and then gets back into position before the ball is snapped. Should this be penalized?

Answer—No. Not for encroaching on the neutral zone.

18. Rule 7, Section 2, Article 3, Page 22. *Question*—Team "A" has eight men on the line of scrimmage. The left tackle is on the end of the line. He drops back a yard thus uncovering the guard. Is this a violation of Article 3?

Answer—Yes.

19. Rule 7, Section 5, Page 28. *Question*—(1) Team "A" forward passes from three yards behind the scrimmage line. The pass is caught by an ineligible player. Does Team "B" have a choice of penalties?

Answer—Yes.

Question—(2) Team "A" forward passes from behind its goal line and the ball strikes the ground on the five yard line. Is this a safety or only a down?

Answer—A down.

Question—(3) Does an illegal pass which touches the ground become an incomplete pass also?

Answer—Yes.

Question—(4) Team "A" passes from 3 yards behind the line of scrimmage. Its right end deflects the ball to its left end who deflects it into the arms of a defensive back who runs for a touchdown. Is it allowed?

Answer—Yes.

20. Rule 7, Section 5, Page 31, Approved Ruling. *Question*—An ineligible man does not run into the same zone as that occupied by "B" player but the defensive man follows the ineligible decoy. The pass is to an eligible player at a spot in advance of the zone occupied by the ineligible decoy. Should this be penalized?

Answer—Yes. If an ineligible man on a forward pass runs down the field, however, and is not followed by a defensive player and does not in any way impede or interfere with a defensive player and at the time the pass was made is not near the zone occupied by a defensive player, no penalty should be inflicted.

21. Rule 7, Section 5, Article 4, Paragraph 2; Rule 7, Section 5, Article 4, Paragraph 3. *Question*—(1) May an ineligible player of Team "A" cross the scrimmage line and interfere with Team "B" on a pass which is completed behind the line of scrimmage?

Answer—No.

Question—(2) May members of

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Team "B" interfere with a potential receiver of the pass on a pass that is completed behind the line of scrimmage?

Answer—Yes.

22. Rule 7, Section 5, Article 2, Item 2, Penalty 1. *Question*—(1) A forward pass touches two "A" players who were originally eligible and is caught by "B" who declines the penalty and runs with the ball. Is this O. K.?

Answer—No. The pass is incomplete and the ball dead.

Question—(2) A forward pass is touched between "B's" ten yard line and the goal by an ineligible "A" player. In what way is the penalty different from the one which would be inflicted if the foul occurred on "B's" fifteen yard line?

Answer—"B" has option when the play is consummated between the 10 yard line and the goal of touchback or of taking the ball at the point of the previous down.

Question—(3) On fourth down "A" on opponent's 30 yard line passes into "B" end zone. The ball hits two "A" players who were originally eligible. Is this an incomplete pass or touchback?

Answer—A touchback.

23. Rule 7, Section 6, Page 31. *Question*—(1) Team "A" punts and Team "A" end recovers the punt before the ball has touched an opponent. Is this a foul? (Note) On page 62, summary of penalties, this particular play is not designated as resulting in the loss of the ball.

Answer—No.

Question—(2) Is a "Kicked Ball" not in possession of either team while it is in the air?

Answer—Yes.

24. Rule 7, Section 6, Article 1-A. R., Page 44. *Question*—On a punt Team "A's" end catches the ball on "B's" three yard line and carries it over the goal line. Does "B" have an option?

Answer—Yes.

25. Rule 7, Section 7, Article 1 (d). *Question*—(1) "A" drops the ball on a running play, fumbles and "B" scoops the ball from the ground. Is "B" permitted to advance the ball from the spot of recovery?

Answer—No.

Question—(2) "B" steals the ball from "A" before the ball is declared dead?

Answer—Yes, "B" may advance with the ball.

26. Rule 7, Section 6, Article 1—First Supplementary note. *Question*—"B" catches punt and while running with it the ball is stolen by "A." May "A" run with the ball?

Answer—No. It is regarded as an

extended muff of the punt.

27. Rule 7, Section 6, Article 1. *Question*—"A" punts and end of kicking team touches the ball before it is touched by "B." "B" recovers the ball, runs 40 yards, fumbles and the ball is there recovered by "A." Should time be taken out when the ball is first touched by "A"?

Answer—No.

28. Rule 7, Section 7, Article 1, Page 33. *Question*—(1) Team "A" punts; Team "B" muffs the ball. Team "A" player dives for the same and knocks it out of bounds.

Answer—It is "B's" ball at the spot where it crossed the side line.

Question—(2) In the same play "B" fumbles the ball.

Answer—It is "A's" ball where it crossed the side line.

29. Rule 7, Section 8, Article 1, Page 34. *Question*—(1) Team "B" player makes fair catch, intentionally drops the ball, recovers it and runs with it. Is this O. K.?

Answer—Yes.

Question—(2) A fair catch ball bounds from the chest of "B" player into hands of "B" player. May the later run with it?

Answer—No.

Question—(3) "B" makes fair catch and "A" player steals ball before it is declared dead. Is he permitted to advance it?

Answer—No.

30. Rule 8, Section 1, Article 1, Page 34. *Question*—Team "B" signals for a fair catch and the player after receiving the ball takes two quick running steps thus inveigling Team "A" end into tackling him. Should "A" be penalized?

Answer—Yes, fifteen yards, unless the action of the maker of the catch be considered as trickery in which case a foul on both teams should be called.

31. Rule 8, Section 1, Page 35. *Question*—Is there any change on a kicked (punted) ball accidentally hitting a Team "A" end?

Answer—Yes. This year there is no penalty involved if in the judgment of the officials there was no opportunity for a fair catch.

32. Rule 9, Section 2. *Question*—Team "A" punting out from behind its own goal line. While the ball is in the air from the kick Team "A" holds in the end zone. Ruling.

Answer—Safety.

33. Rule 9, Section 2, last paragraph. *Question*—(1) "A" has the ball on "B's" five yard line and "A" holds in the end zone. Is this penalized under Rule 12, Section 1?

Answer—Yes, penalize from the spot of the foul.

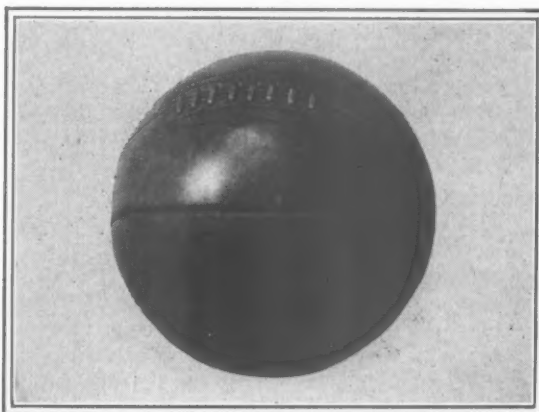
Question—(2) "A" has the ball on

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"B's" five yard line and "B" commits holding foul in their own end zone. Is this penalized under Rule 12, Section 2, Articles 1 and 2?

Answer—Yes. The ball is put in play on the one yard line.

Question—(3) "A" defending own goal line has the ball on the three yard line. "A" holds in own end zone and the foul prevents "B" from recovering the ball. Is this penalized under Rule 9, Section 4, Article 2, or under Rule 9, Section 2, Paragraph 2? Which team is "the attacking team"?

Answer—Safety, under Rule 9, Section 4, Article 2.

Question—(4) "A" has the ball on its own three yard line and "B" commits a holding foul in "A's" end zone. Is this a touchback under Rule 9, Section 6, Item 6?

Answer—A touchback.

34. Rule 10, Section 2, Page 47.

Question—In a roll block a Team "A" player strikes his heel violently against an opponent's leg above the knee. What is the proper ruling? Is it a different ruling than if the contact was below the opponent's knee?

Answer—This is legal if the man attempting a roll block strikes the opponent with his leg or foot either above or below the knee. If he deliberately sticks his foot out thus tripping an opponent he will be penalized for tripping.

35. Rule 12, Section 3, Page 52.

Question—On a pass Team "B" interferes and Team "A" clips the interferer hard. What is the decision?

Answer—"A's" ball, two fouls, the play to be played over.

36. Rule 12, Section 7, Article 2.

Question—(1) Is a man who was originally eligible of passer's team and who becomes ineligible by reason of one of his own eligible men previously touching a forward pass made by his team to be considered ineligible within this portion of the rule so as to offset a foul by the defense?

Answer—Yes. See Page 54.

Question—(2) A tackle drops back three yards at the time the ball is put in play. A forward pass develops and tackle is struck by the ball or touches it. Is this man to be ruled an ineligible man touching the ball and loss of ball or as lineman not five yards back and loss of five yards?

Answer—Penalty to be imposed because the ball was touched by an ineligible man.

37. Illustrations 26, Page 66. **Question**—A lineman of Team "A" charges with his elbows akimbo, fists clenched and touching each other and his chest but far to one side. Is this illegal use of arms?

Answer—It is illegal.

OFFICIATING PROCEDURE

1. The referee normally will follow the ball and the umpire and field judge will follow the men. In case of a complicated shift the head linesman will assist the referee by checking the shifted men. On punts the referee will stay behind the kicking team until the ball is kicked and the field judge will assist the referee by raising one hand over his head to indicate that in his judgment the referee should blow his whistle and declare the ball dead. The field judge shall also be prepared to advise the referee on such plays as to what man had possession of the ball at the time it was declared dead.

2. The referee and umpire may call offside in the line but in case of conflict the head linesman's decision shall be final.

3. The head linesman will choose as an assistant some person on the field to mark the spot of the previous down. This will make it possible for the head linesman to assist the referee on out of bounds plays on his side of the field. If he desires to bring in some person of his own selection for that purpose, he shall notify the home management of his intention to do so, one week in advance of the date of the game. It is to be noted, however, that the referee may approve the head linesman's assistants and if he is not satisfied with the men selected may demand a change. It will be the duty of the head linesman to see that the chain or line is the proper length and that the five yard mark on the chain is indicated.

4. When officials call fouls they will report to the referee stating both the foul and the penalty.

5. When a punted ball crosses the goal lines the field judge will signal by swinging his arm vertically to indicate that the ball has crossed the line.

6. The field judge will keep the time and will keep the time out. The home management will furnish the field judge with a stop watch. The Conference coaches and officials endorse the Lipp Football Timer and recommend its use in Conference games. The field judge will not be required to use the watch furnished him by the home management if he does not choose to do so. The home management will also furnish the gun for the use of the field judge.

7. When the ball crosses the side line on kicks the spot will be marked by the referee assisted by the official nearest to the spot.

8. The four officials will signal fouls and penalties in Conference games as follows:

a—Offside—Hands on hips.

b—Holding—Grasping of one wrist.

c—All plays that are called off, such as incompleting pass, touchback, no goal, both sides offside, defense advancing with recovered fumble, foul by both teams—Sifting of hands in horizontal plane.

d—Interference with forward pass—Pushing hands forward from shoulders with hands vertical.

e—Unnecessary roughness—Touching hand to forehead.

f—A score—Both hands extended above the head. Bringing the palms together after this signal indicates safety.

g—Pushing or helping runner with the ball—Forward movement of hands and arms from below hips.

h—Illegal motion—Horizontal arc of either hand.

i—Illegal forward pass (includes ball touching ineligible players)—Waving hand behind back.

9. In the event that it is necessary for the referee with the consent of the field captains to shorten the playing time between halves the referee should also notify the two coaches.

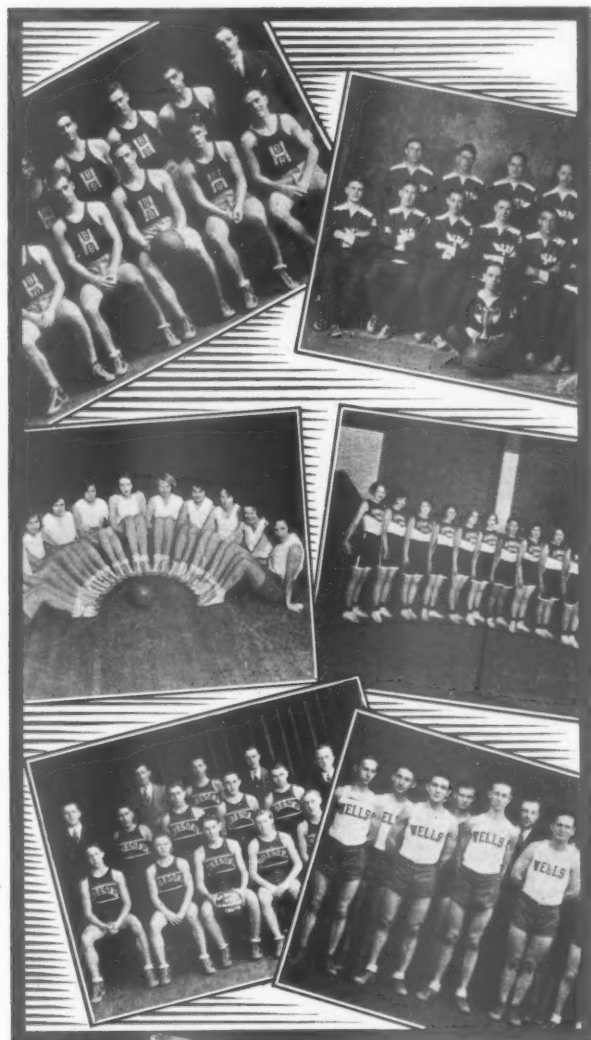
10. The Conference coaches will report substitutions by having the incoming substitute hand the umpire a card bearing the number of the incoming substitute and the number of the man whose place he is to take.

Before the starting of the game the head coach or some one designated by him, namely, an assistant coach or student manager, will hand the umpire a card containing the numbers and positions of the men in the starting line-up. The line-up at the beginning of the second half will also be reported by card to the umpire.

11. The referee will notify the home coach and the field judge the other three minutes before time is up between halves. The officials should notify the coaches in person but if they are denied admission to the dressing rooms by the doorkeeper they will proceed just as they would if the coaches had been notified.

12. At the kick-off, the umpire will stand at one side of the field on a line with the ball and will watch for offside. The field judge will stand down the field with the receiving team on the opposite side from the referee. The head linesman will stand on a line even with the restraining line of the team receiving the kick-off. The referee will stand down the field near the side line opposite the field judge.

13. The field judge will fire his pistol to denote the end of each period. If time is up as on an out of bounds play the field judge will fire the pistol and the referee will declare the period ended. The referee will blow his whistle and declare the ending of a



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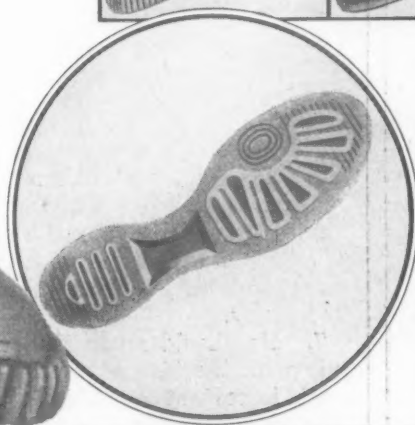
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period as soon as possible after the gun has been fired.

14. When any captain has time taken out the official shall not demand that play be resumed before the expiration of the two minute period. The thirty second time interval starts when the referee blows his whistle.

15. In case of a wet ball no official shall be expected to carry a towel to be used in wiping the ball, but the referee may take time out upon request from the captain and grant the center permission to lift the ball for the purpose of wiping it and any player may carry a towel for that purpose. When time is taken out for a center to wipe the ball, the field judge shall start the watch again when the ball is placed on the ground.

16. On attempted goals from the field, the field judge will take a position that will enable him to decide whether the ball passes under or over the cross bar.

17. When a game is in progress no one shall be allowed to come onto the field of play to discuss an official's decision, neither shall an official, while the game is in progress, be expected to support his ruling by showing the rule book. All four officials, however, will be responsible for any decision involving an interpretation of the rule. This means that if one official errs in his interpretation of a rule the other officials will be expected to check him before the play is resumed.

18. When attendants are permitted to come onto the field of play the umpire shall accompany the first and the field judge the second.

19. The referee will not blow the whistle when backs are in motion or when a man in a shift does not come to a stop until the play is consummated. It is recommended, however, that in case of a foul the referee should mark the spot of the foul with his handkerchief.

The Field Judge and the Forward Pass

By Colonel Horatio B. Hackett

1. This is a discussion of the forward pass and certain duties relating to the position of the Field Judge as contained chiefly in Rule 7, page 27, of the Official Football Rules.

2. It is the duty of every official to know the rules.

3. He must not only know them but he must also be able to apply them.

4. In order to do this he must have a vivid imagination—he must try to visualize all of the unusual plays that may occur in a game.

5. He must be a pessimist. He must live in dreamland and suppose that this and that calamity might happen.

6. He must look for the play that will happen only once in a thousand times and be prepared to meet the emergency.

7. He should study the rules, not only with the idea of memorizing the most important ones, but with the idea of analyzing them so that a method might be found by which the more important rules can be indelibly fixed in his mind. In a case of emergency in the field the interpretation will then be a simple matter.

8. The rules as re-written this year are in excellent shape, because a vast amount of work was expended in order to insure a simple and proper wording for the rules which would,

as far as possible, simplify and coordinate decisions and penalties.

9. The rules have not been changed much, except to clarify them.

10. In the study of the rules, common sense must be used, and if one endeavors to find all the technicalities that a lawyer would endeavor to find in a law case, it would be an impossibility properly to appreciate a football game.

11. Whenever an official has a rule in black and white in the book, at which he may point when talking to an enraged coach, he need have no fear of the consequence of a decision.

12. The rules of the forward pass this year are pretty clear, and I certainly want to congratulate the committee who revised them on the excellent job which they performed.

13. In our yearly study of the rules, it has been the custom of a number of us to try to visualize every play that might occur in a given situation—either the usual ones or the foolish ones—and to determine in advance what the decision should be.

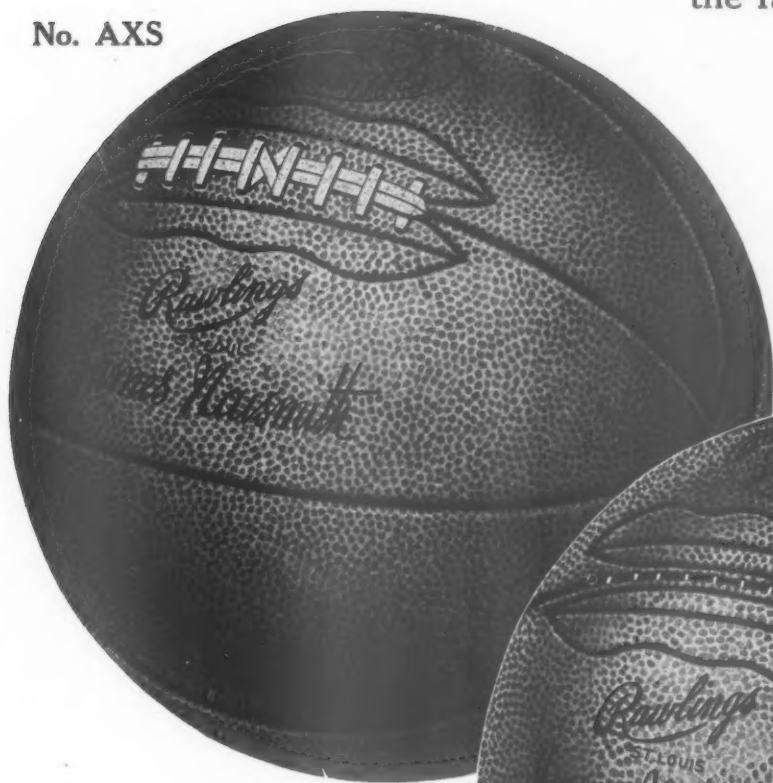
14. For study, the forward pass may be divided into three parts:

1. Those in the field of play by Team A.
2. Those behind goal line by Team A.
3. Infractions by team which did not put the ball in play.

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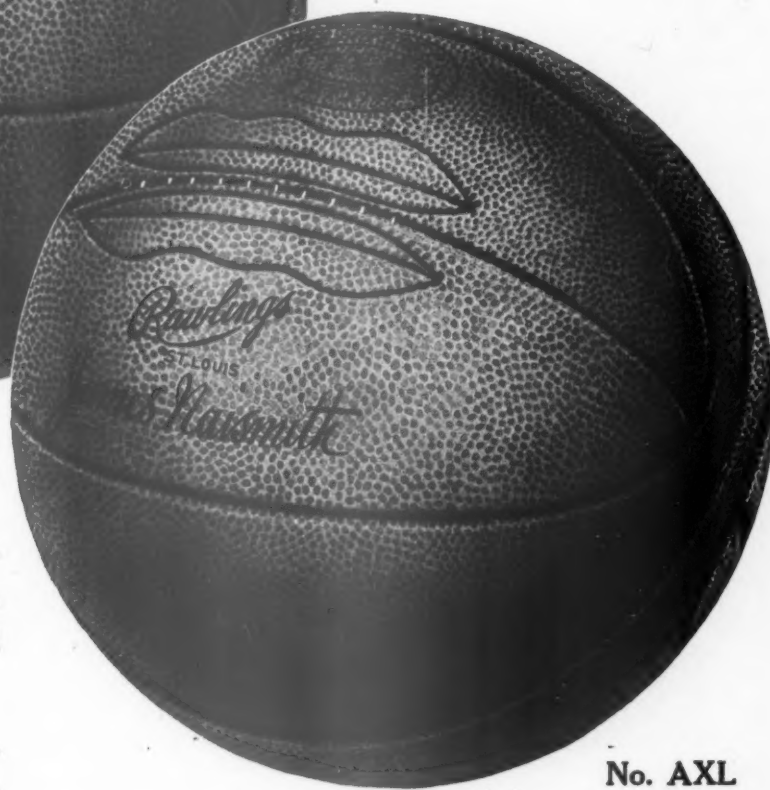


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15. It is obvious under 1 that if the penalty may be declined, the Referee should not blow his whistle until the play is completed. The reason for not blowing the whistle and the reason for allowing these penalties to be declined is because of the fact that the ball is in the air, which still gives the defensive team the right to secure possession of that ball before it touches the ground, goes out of bounds, crosses the end line, crosses side line extended, etc.

16. Under 2, it is necessary for the Referee to blow his whistle instantly to stop all further play. The reason for this is that the penalty may not be declined and there is, therefore, no use in allowing the play to become completed.

17. Under 3, infractions by the side not putting the ball in play, the whistle must not be blown until the ball hits the ground or becomes dead. It must be remembered that the team which put the ball in play still has the right to recover any ball which is in the air, before it goes out of bounds.

18. A close study of the accompanying summary develops the following analysis:

A. That on infractions by the team which put the ball in play, which occur on the field of play between the two goal lines, the ball is always brought back by the Referee to the point where it was put in play.

B. Arriving at that point, a penalty is inflicted.

C. All penalties in A above include the loss of a down, with exception of Numbers 10 and 11 in the Summary (ball touched by ineligible player), which entails loss of ball.

D. Two infractions, Number 4 (interference by offense) and Number 8 (intentional grounding), entail an additional penalty of 15 yards in addition to the loss of a down.

E. The rest of the penalties all include an additional 5 yards on the second and third or fourth downs.

F. All illegal or incompleting passes from the field of play into the end zone are ruled touchbacks.

G. On fouls or illegal passes by the side which did not put the ball in play, the ball is always brought back to the spot of the infraction.

19. Page 54, Rule 12, Section 7:

Please note the following important rule governing the enforcement of penalties in connection with incompleting forward passes:

"An incomplete forward pass is not classed as a foul and the penalties provided therefor may not be declined, except that if a team commits a foul during the same play in which it commits an infraction of the forward pass rule, the Field Captain of the offended team may elect which of the penalties shall be inflicted after the Referee explains the alternatives.

"In case of off-side or other foul on the line of scrimmage or behind

the offensive line by a team on defense during the same play in which an incomplete forward pass occurs, the penalty for the foul shall be inflicted from the spot where the ball was put in play, and the incomplete forward pass shall be disregarded, unless the pass becomes incomplete by touching an ineligible player, in which case the penalty for the two fouls shall offset each other."

20. Note that under Rule 7, Section 5, Article 2, Item 1, any player of the side which did not make the forward pass has full right to touch and to attempt to secure possession of the ball until it has touched the ground.

21. Note under Rule 7, Section 5, Article 2, Item 1, that after the ball has been passed forward and has been touched by any player of the side not making the pass, it immediately makes all players on Team A eligible and any player of either team has the right to attempt to secure possession of the ball until it has touched the ground.

22. Note under Rule 7, Section 5, Article 2, Item 1, that when an eligible player of the passer's side touches the ball, he only of his side may recover the ball until it hits the ground or is touched by an opponent.

23. Note under Section 10 of Rule 17 that a ball, caught simultaneously by an eligible player of the passer's side and by an opponent, shall belong to the side which put the ball in play.

24. Under Section 5 of Rule 7, an eligible player who goes out of bounds

SUMMARY OF FORWARD PASS RULES

Page 27, Rule 7, Section 5

Page 43, Rule 9, Section 6

Page 54, Rule 12, Section 7

BY OFFENSE

In Field of Play	(1). Only one forward pass per scrimmage.....			
	(2). Passer must be 5 yds. behind scrimmage line.....	May be	Ball	Loss of down
	(3). 2nd, 3rd or 4th illegal pass.....	declined	always	Loss of down
	(4). Interference by offense in field of play.....		brought	Loss of down and 5 yds.
	(5). Pass strikes ground.....		back to	Loss of down and 15 yds.
	(6). Pass goes out of bounds.....		spot of	Loss of down
	(7). Pass is touched by second eligible player.....	May	preceding	Loss of down
	(8). Pass is intentionally grounded.....	not be	down	Loss of down
	(9). 2nd, 3rd or 4th incomplete pass.....	declined		Loss of down and 15 yds.
	(10). Pass is touched by originally ineligible player.....			Loss of down and 5 yds.
	(11). Pass is touched by player who went out of bounds.....			Loss of ball
Incomplete Behind Goal Line	(1). Pass strikes ground in end zone.....			
	(2). Pass crosses end line.....		Always	
	(3). Pass crosses side line in end zone.....	May	touchback	
	(4). Pass strikes obstruction in end zone.....	not be		All
	(5). Pass strikes spectator in end zone.....	declined	Ball brought	entail
	(6). Pass strikes goal post or cross bar.....		out to	loss of
	(7). Interference by offense in end zone.....		20 yard line	ball
	(8). Touched by ineligible player within 10 yard line.....			

BY DEFENSE

(1). Forward pass by defensive team.....	May be	Always	Loss 15 yds.	Spot of foul
(2). Interference by defense, field of play.....	declined	brought back	Loss ball.	Spot of foul
(3). Interference by defense in end zone.....		to spot of foul	Loss ball.	One yard line

Page 54, Rule 12, Section 7.—An incomplete forward pass is not a foul and penalties may not be declined.

An illegal forward pass is a foul and penalties may be declined.

Page 28, Rule 7, Section 5.—After Team B touches forward pass, any player of either team may recover the ball.

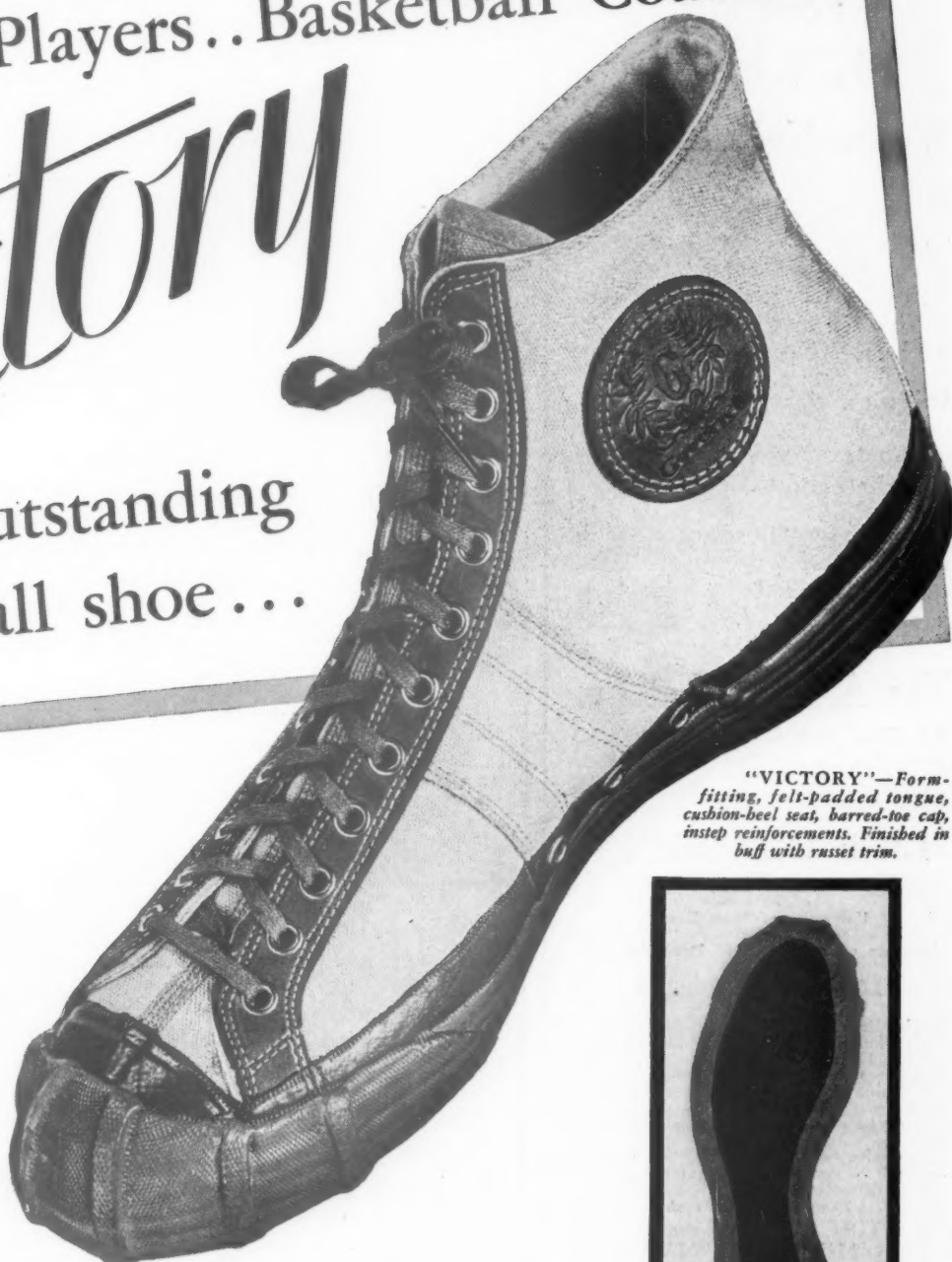
Team A makes illegal pass which is touched by ineligible player of Team A.

Ruling: Second infraction is disregarded and penalty for illegal forward pass is given.

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becomes ineligible. He becomes eligible again when the defense has touched ball.

25. Interference on forward pass:

1. Actual attempt to catch.

2. Eligible man on A runs into player of team B. What is penalty?

3. Reason why spectators miss the play.

4. Very important for officials—must get in position to see play.

In order to visualize the many situations that may arise when a forward pass is made, the following plays are mentioned, which are submitted for solution:

1. Suppose a legal forward pass is made from a point 10 yards from the line of scrimmage.

(a) Ball hits ground without being touched.

(b) Ball goes out of bounds in air before or after being touched by a player of either side.

(c) Ball is caught by ineligible player.

(d) Touched by ineligible player and recovered by defensive player before it touches the ground.

(e) Touched by eligible player and recovered by second eligible player.

(f) A second forward pass made by passing side.

(g) Interference by side making pass.

(h) Interference by side not making pass.

(i) Pass is caught by eligible player who runs 10 yards with ball at which point:

1. Player of his side clips—R. 10, Art. 5, Item 3, P. 48.

2. Player of opposing side clips.

3. He makes second forward pass.

(j) Pass strikes ground in end zone.

Strikes goal post.

Goes over end line.

Goes over side line in end zone.

Hits obstruction or spectator in end zone.

2. Suppose an incompleting pass or illegal pass is made by a player who is not 5 yards behind the line of scrimmage.

(a) Pass is touched by an eligible player and is knocked up into the air:

1. The pass is recovered by another eligible player.

2. The pass is recovered by an ineligible player.

3. The pass is recovered by a defensive man who runs with ball.

4. Umpire calls holding on defensive team.

5. Umpire calls holding on offensive team.

6. Umpire calls off-side on both sides.

7. Ball is caught by defensive man who runs with ball about 40 yards and then Umpire

(a) Calls clipping by another defensive man.

(b) Calls clipping by offensive player.

Methods and Devices for the Athletic Coach

By **Ralph K. Reed**

Athletic Coach, Excelsior Union High School, Norwalk, California

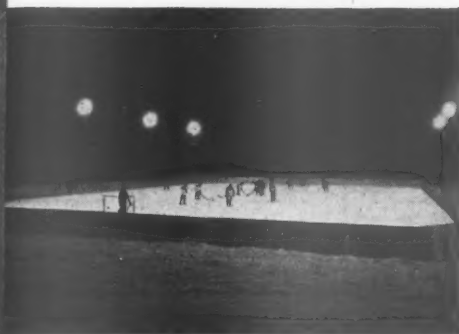
WITH the increased activity and interest shown in athletics recently there comes an increased demand for athletic coaches. The supply of qualified coaches has not met, and probably will not meet, the demand for some time to come. As a result, many unqualified men will have to be taken into this profession. The purpose of this investigation has been, first, to discover the problems that present themselves to the new coach, and second, to collect the different methods of solving these problems.

The material has been gathered mainly from interviews with successful coaches in the field today, although all available athletic books and magazines have been studied with a view to making the list of solutions as complete as possible. The method of procedure used in the investigation is that of job analysis, as described by Dr. C. C. Crawford,* of the University of Southern California, under whose

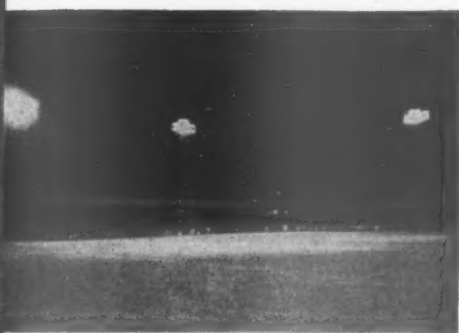
*Crawford, C. C.: *The Technique of Research in Education*. University of Southern California, Los Angeles, 1928, Chapter VIII, "Job Analysis Technique."

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guidance and direction it was made as a master's thesis study.

HOW TO AROUSE AND MAINTAIN INTEREST IN ATHLETICS.

—The following suggestions have been made: (1) Make sports a definite factor in the required physical education program. (2) Organize intensive intramural athletic programs. (3) Arrange athletic programs in the junior high schools of the district. (4) Enter the school in a live athletic league. (5) Schedule alumni games, novice contests, and annual games with traditional rivals. (6) Stress the publicity of athletics. (7) Have good equipment, original equipment, and new equipment at intervals not too far apart. (8) Arrange movies of athletic events, and make books on athletics available to students. (9) Take high school players to college games. (10) Fill the bulletin boards with sport news clippings. (11) Make personal achievement charts. (12) Get the fathers of the boys interested in athletics. (13) Have annual athletic dinners. (14) Award letters, etc., to the players and exhibit the awards. (15) Stress health and social values of athletics. (16) See bashful and backward boys individually. (17) Advertise games extensively by means of posters, handbills, movies, newspaper write-ups, stickers, printed schedules, and rallies. (18) Make an art gallery of team pictures, scores, records, and trophies. (19) Have cheering clubs, rallies, speeches, etc. (20) Arrange athletic displays in merchants' windows. (21) Organize adult athletic classes, service club cheering sections, etc. (22) Direct the cheer leaders.

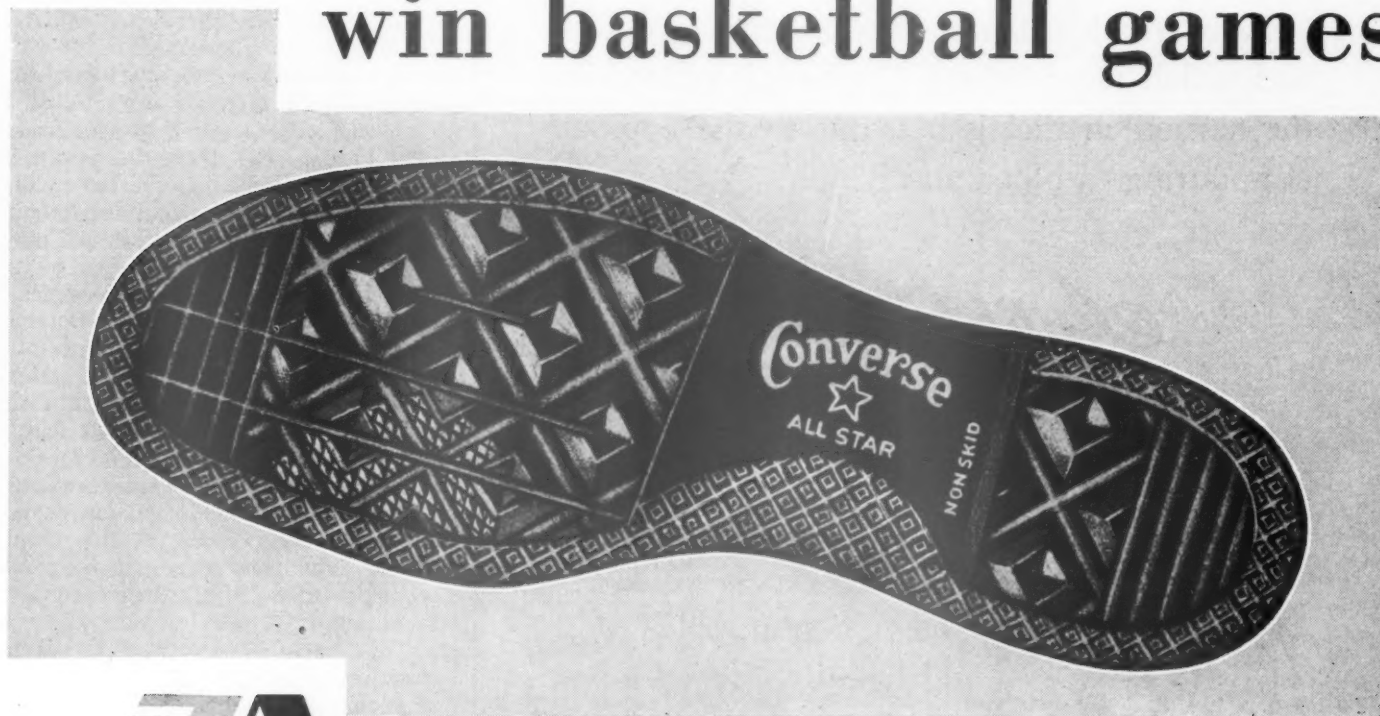
HOW TO ORGANIZE THE DEPARTMENT.

—Very few schools have exactly the same organization, yet they are considerably alike. There seem to be five general types of organization, controlled by: (1) the principal, (2) a general committee, (3) a committee of coaches, (4) a small athletic committee, and (5) the athletic director.

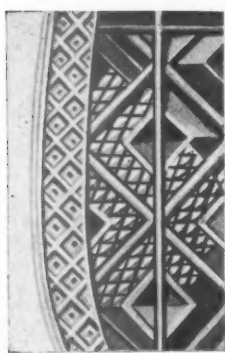
HOW TO HANDLE THE FINANCES OF THE DEPARTMENT.

—Funds are obtained mainly through the sale of individual game tickets, season tickets, and athletic association memberships. Many other unique methods were discovered such as selling programs, selling advertising in programs, selling candy and sandwiches at games, and selling old paper, magazines, and old athletic equipment. Many benefits were held such as cafeteria benefits, faculty-varsity contests, independent basketball tournaments, athletic carnivals, school plays, minstrel shows, fetes,

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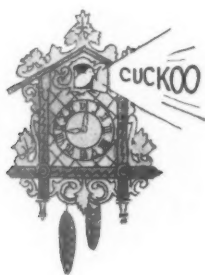
professional entertainments, and athletic dances. Methods of handling the finances included the following: (1) By athletic director alone. (2) By athletic board. (3) By principal. (4) By school treasurer. (5) By the board of education.

HOW TO TEACH SPORTSMANSHIP.—After a thorough search for the true meaning of sportsmanship, the following methods were found to be used in the teaching of sportsmanship ideals. (1) Have the coach be a living example of sportsmanship. (2) Preach and demand sportsmanship of the pupils. (3) Reward players for their sportsmanship by giving emblems, medals, certificates, credit, merits, and notoriety. (4) Conduct sportsmanship contests among pupils, rooms, classes, and schools. (5) Have sportsmanship campaigns within the school and city. (6) Award a league trophy for sportsmanship. (7) Conduct a system of official training. (8) Exhibit sportsmanship slogans, poems, literature, and codes. (9) Reprimand school principals where poor sportsmanship exists. (10) Rate schools in sportsmanship. (11) Award victories on the basis of scores plus sportsmanship. (12) Direct cheer leaders to promote sportsmanship.

HOW TO DEVELOP SCHOOL SPIRIT.—The following are suggestions: (1) Explain and encourage team spirit. (2) Encourage and praise players. (3) Warn players against becoming conceited. (4) Eliminate "crabbing." (5) Abolish cliques. (6) Reward players for team spirit. (7) Put a premium on self-sacrifice among players. (8) Abolish stars and starring. (9) Do not let any player be too sure of his position. (10) Use substitutes freely. (11) Teach the boys to be good losers. (12) Adopt slogans teaching team spirit. (13) Supervise school reporter of athletics. (14) Cooperate with the city athletic editor.

HOW TO LESSEN THE PROBLEM OF INELIGIBILITY.—Deficient scholarship causes most ineligibility. Ways of lessening this ineligibility include the following: (1) Encourage scholarship. (2) Explain thoroughly the system of eligibility. (3) Develop in the boys a pride in keeping up their grades. (4) Explain that ineligibility due to low grades is disloyalty to the school. (5) Appoint one teacher to help failing athletes. (6) Advise athletes on curricular choices. (7) Have the better students act as tutors to weaker ones. (8) Go to teachers under whom the boys failed and discuss the matter. (9) Cut down the practice period of the failing athlete. (10) When he is

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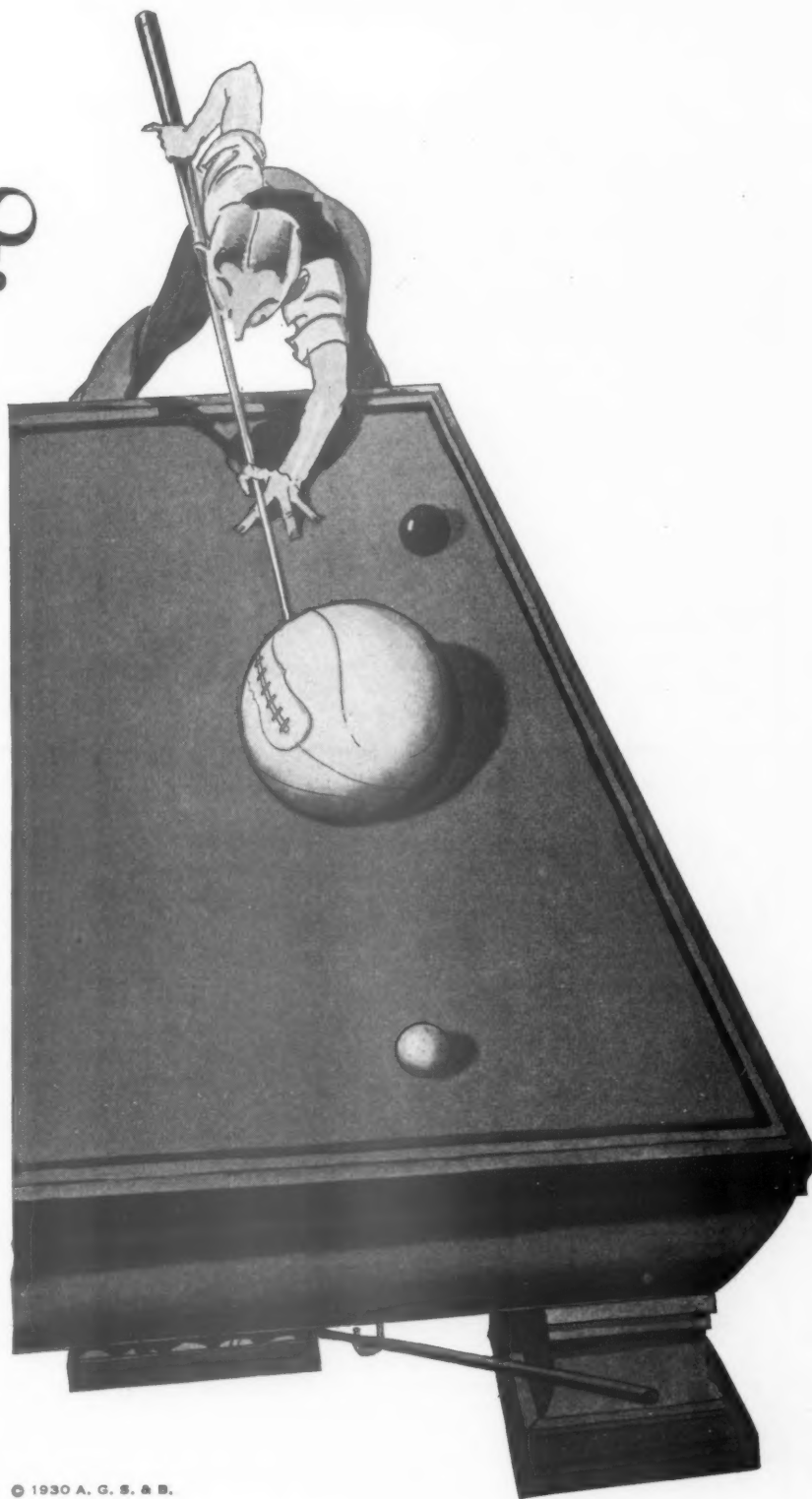
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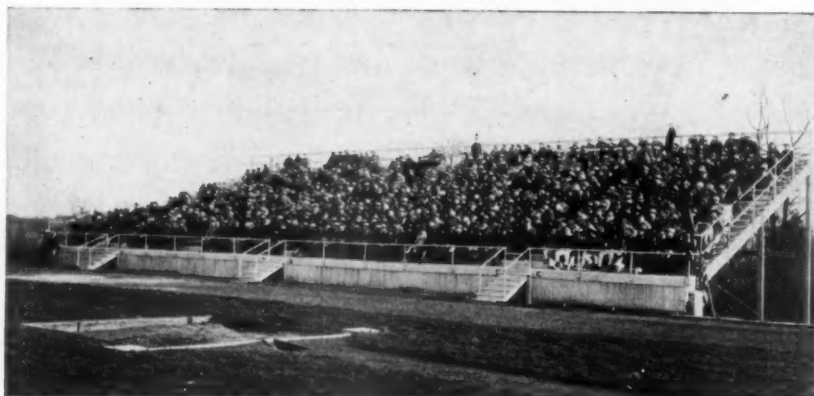


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really ineligible, keep him out of competition without sympathy. (11) Make ineligibility add automatically to letter requirements. (12) Enlist the aid of the parents in combating low grades.

HOW TO GAIN HARMONY AND COOPERATION WITHIN THE SYSTEM.—Following are methods of gaining cooperation: (1) Have numerous meetings and conferences of the coaches. (2) Make each coach responsible for an enumerated list of duties. (3) Be tactful in assignments to coaches. (4) Ask for advice of other coaches. (5) Be willing to assist the other coaches but don't force your services. (6) Always support other coaches in cases of criticism. (7) Don't repeat adverse personal criticism except to the persons concerned. (8) Don't broadcast any disputes you may have had. (9) Have all arguments settled by arbitration. (10) Stress mass participation and the good of the boys, not the winning of games. (11) Encourage each other in case of chronic defeat. (12) Rotate coaching teams. (13) Organize a coaches' social club. (14) Always confer with principal regarding plans you may have. (15) Get faculty members interested in athletics. (16) Be tactful with janitors. (17) Show no favoritism among pupils. (18) Establish cooperative connection between athletic and journalism departments. (19) Handle all complaints tactfully. (20) Have a suggestion box for coaches.

HOW TO GIVE THE SCHOOL A GOOD NAME IN ATHLETICS.—

Every school official would like to have his school have a good reputation in athletics, both in games won and in the friendly feeling between schools. It is easier to win games than it is to give the school this good name. The problem, then, is how to acquire this desired good name in athletics. Following are ways which may help: (1) Always maintain a strict host and guest atmosphere. (2) Make visiting teams feel at home. (3) Give the visiting team the best you have to offer in the way of clean, warm dressing rooms. (4) Reserve seats for visiting rooters. (5) Have school band learn opponent's school song and play it. (6) Supervise activities of cheer leaders. (7) Have cheer leaders exchange rooting sections. (8) Obey ground rules and regulations of the school you visit. (9) Be quiet when visiting another school, at least until after the game. (10) When visiting, accept what you get without complaining. (11) Check up on your players to see that they



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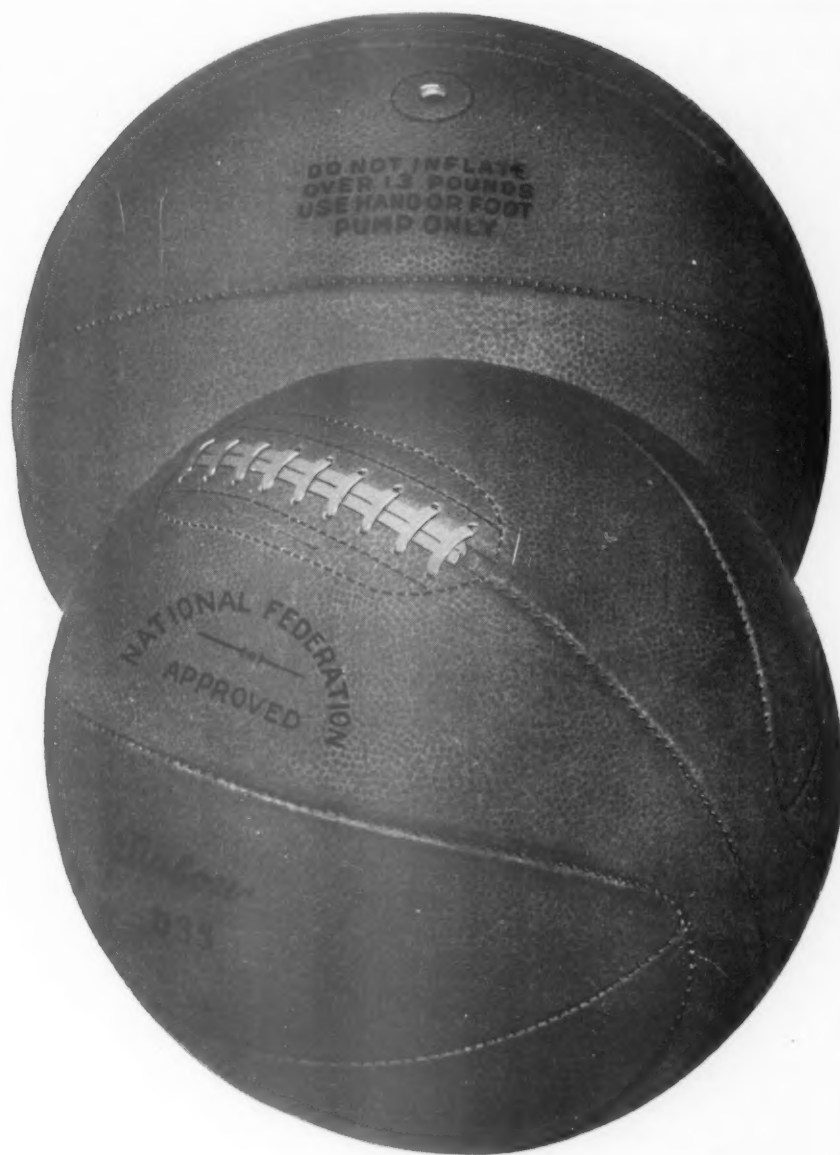
Trenton, New Jersey

are not taking home any spoils of victory. (12) Exercise great care in the selection of officials. (13) Refrain from all demonstrations after penalties. (14) Never protest an official's judgment. (15) Never withdraw a team from the field during a game. (16) Encourage players to make friends of opposing team members. (17) Serve refreshments after the game. (18) Be a good loser; don't alibi. (19) Supervise all athletic publicity and give your opponents fair write-ups. (20) Have the coach be a living example of friendliness and sportsmanship.

HOW TO IMPROVE THE CONDITION OF INTERSCHOOL ATHLETICS.—Interscholastic athletic deficiencies are present in the coaching system, in the athletic program and in the contest itself. Suggested methods of improving the coach center on his selection, term of employment, policies, training, character, and the nature of the control over him. In regard to the athletic program it was suggested that the program be expanded, emphasizing mass participation and training instead of that of the select group; that the period of participation, the daily practice period, and general publicity be limited. Long schedules were criticized. It was recommended that post-season games, intersectional games, championships, tournaments, training camps, scouting trips, proselyting, betting on games, professionalistic tendencies, and commercialism all be abolished. Regarding the athletic contests, it was suggested that no adult interference in the contest be allowed, that coaches be allowed no communication with the team after the contest has started, that the captain be given the sole right to make substitutions, that different captains be appointed at intervals throughout the season, and that the player be considered before the spectator.

HOW TO IMPROVE ONESELF AS AN ATHLETIC COACH.—The following ideas were obtained regarding this question. (1) Be familiar with the aims of physical education and try to meet them. (2) Know the accepted objectives of athletic sports. (3) Remember that to coach you must teach. (4) Be familiar with a teacher's code of ethics. (5) Know the qualifications of a good coach. (6) Know what constitutes adequate training for an ideal coach. (7) Know the sport you teach. (8) Continually study ways of imparting knowledge you have. (9) Be familiar with books regarding technique of sports you are teaching. (10) Study student

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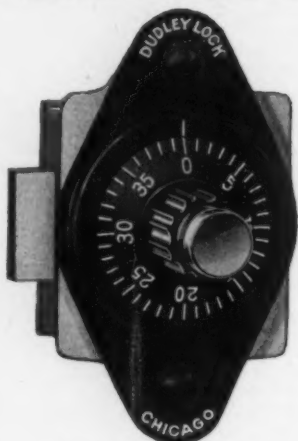
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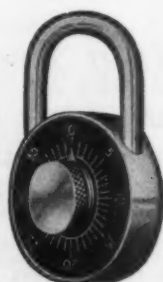
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psychology. (11) Keep a scrap book of athletic pictures. (12) Keep a notebook to jot down points learned from day to day. (13) Subscribe to athletic magazines. (14) Keep well posted on athletic news of the day. (15) Know the theory of games. (16) Attend summer coaching schools. (17) Know the great coaches of the country. (18) Adopt methods of successful coaches and change them slightly to suit your conditions. (19) Build your own platform. (20) Develop self-confidence and display it.

Stalling

By James Kitts

Athens (Texas) High School

AT the basketball coaches' meetings in Chicago last spring, a Chicago newspaper man addressed the coaches on "Basketball from the Spectator's Viewpoint." During his talk he brought out the fact rather forcefully that the fans do not favor a stalling game. All coaches know that it is the fans who put the butter on their bread.

The deliberate stall, where the team that is leading by two points in the second quarter takes the ball to their end of the court and refuses to play, is the most unpopular move brought into basketball. Why a coach should slow down a game to that extent is beyond comprehension. Football has grown popular through its wide open tactics, full of action at all times. Basketball, when played right, may be made just as popular with the people who pay the freight.

Compare the fast breaking team with a team that deliberately stalls. In the South in a certain conference there is one college that employs a slow break and stall game. This team finished high in the conference race. Another team that finished at the bottom as far as the percentage goes employed a fast break. The comparison in attendance was sufficient proof that fans love action. Game after game people turned out to see this losing team give them action, while the slow break team, that could keep the ball in their possession ten minutes at a time, played to a handful of spectators in a good basketball community. When a coach gets the idea of playing a stall offense just to win a ball game, he is hurting the game and driving away his gate receipts. Not only is he checking the popularity of the game but he is taking from it one of the greatest advantages, action.

The majority of coaches who use a stall game come back with the idea that the defensive team is at fault



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when the holding of the ball occurs. This may be true to some extent. The Athens team plays a five man zone defense and we break it when the stall occurs, if the stalling team has a big advantage in scores. Our team is made up of tall rangy boys who are capable of playing a man-for-man defense. But in the early part of the game with the stalling team but a few points ahead I would rather keep my five men zone defense and be content to gain the ball at center tap than to break it to suit the ideas of the opposing coach or team. Still all coaches work to build offense that scores points and not offense to hold the ball away from the hoop entirely. Any ambitious coach can build an offense to cope with the defense and can give the fans some real enjoyment and play instead of an exhibition of holding the ball in the back court with no idea of playing it. The stall in the last minute or two of any game is permissible and if a team has worked hard all the games the fans will never object.

The Athens teams that have won the National High School Meet for the last two years have never employed the tactics of stalling though they have always had a lead over their opponents. This has made them a popular team with the fans for the spectators know it will be action throughout the thirty-two minutes of play.

I think that a zone defense makes a faster game than a man-for-man. In a zone defense it is possible to get a much faster break after the team recovers the ball. The guard or center who recovers the ball off the backboard knows exactly where his team mates are and spends little time in advancing the ball. Again in a man-for-man defense the players defend with the idea of playing the man and not the ball. In the zone the men play the ball and area while watching the men. Proof of our style of defense was shown both years at the major tournaments when our average fouls per game were about three while the average of our opponents was nearly three times that amount. In high school where winners are made through tournament play the man-for-man defense is using more energy each game in comparison with our zone. I believe the zone defense will gain in importance.

Coaches all want their teams to play before big crowds. Big gate receipts mean better gymnasiums and more salary. When the salary grows the coaching will be more efficient. We all know that the basketball fans crave action, accuracy and speed. Why cannot we all coach the game in

NEXT SEASON'S FIRST STRING MEN will NOT let down this FALL ... keep muscles "fit" with Absorbine Jr.



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Months of study, testing, research—than a combination of chemicals which destroyed *Staphylococcus Aureus*—Pus germs by the millions—and all of them in two minutes or less.

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a uniform way to the extent that our team when on the offensive, is at all times trying to put that old ball through the hoop and is playing all over the court? This style will please the fans and when we give them thirty-two or forty minutes of real action we are going to send them home satisfied and talking basketball.

Why Collegiate Cross-Country?

By Wilbur F. Buck

TO the uninterested observer, cross-country races have very little meaning; he sees only a group of youths shivering in clothing that would not even be adequate underwear, running up and down hills, and making themselves generally ridiculous. His conception of cross-country as a whole is not unlike that of a friend of mine who scorned golf. When asked about that old Scotch game, my friend replied: "Golf, did you say! Why should I waste my perfectly good time and energy knocking a poor helpless ball through a cow-pasture?" Very few of us hold that opinion concerning golf, yet our attitude towards cross-country does not differ greatly.

The ancient English sport commonly known as "harrier races" was imported to this country some time ago, thoroughly Americanized, and given the more modern name of cross-country. Colleges accepted it readily and it soon became a recognized varsity event. Unfortunately, it has remained a minor sport rather than a major one. Collegiate cross-country is now well-organized and definite. It is divided the same way as other competitive college sports, a special course for the varsity and another for the freshmen. The former course is about five miles in length, while the latter averages three miles. There is usually a great deal of variety offered on the five-mile course, hills to be conquered, stretches of level ground (some paved, but mostly unpaved), as well as fences and brooks to be leaped. The University of Maine team uses a ten-mile course to practice on. This fact may account for the ease in which Maine has been winning the New England Intercollegiate Races, held each fall at Boston.

There are many good reasons why cross-country is found on the list of recognized sports in most colleges. Let us consider it from the standpoint of the individual on the team. As may be expected, this strenuous form of exercise requires an athlete with a strong constitution and especially a man who runs without a great deal of

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The list consists of aphorisms, epigrams, maxims, puns, and catchy phrases, all applicable to football, and many of them applicable to every sport.

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"Heads Up! Tails Down"

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF THE ATHLETIC JOURNAL, published monthly except July and August at Chicago, for October, 1930.

State of Illinois,
County of Cook, ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Owner of the ATHLETIC JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Editor, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Managing Editor, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Business Manager, JOHN L. GRIFFITH, 6858 Glenwood Ave.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is..... (This information is required from daily publications only.)

(Signed) JOHN L. GRIFFITH.

Sworn to and subscribed before me this 24th day of September, 1930.

(Seal)

LUCILE HERING.

(My commission expires December 28, 1932.)

effort. There is a rather long period of conditioning before the first meet or time trial. The athlete, by means of special exercises, food, regular hours of sleep and daily practice, builds up his body and increases his endurance. He causes his lungs to increase their capacity, and develops his leg muscles. It is true that cross-country men lose weight at first, but that loss is usually a surplus which can be omitted without any bad effects. The runner will also discover that he feels better and is less susceptible to colds and other troubles when he is "trained down."

The competition found in a cross-country race proves valuable to the athlete in later years—it is really a lesson of life. In order to win, he must depend completely upon himself; his own resources determine just what place he shall receive in the meet. In this case, teamwork enters in, but it is the individual performance that is of greatest importance to him. The athlete, through his training, becomes alert, and is aware of the situation about him. He gradually acquires the true spirit of sportsmanship, and the descriptive term "gameness" takes on a new meaning for him. The cross-country man derives a great deal of satisfaction in both winning and in overcoming obstacles. He takes great pride in being able to trot up a stiff hill while others have to walk.

As a whole, cross-country is of value to the college. It is not only an excellent means of exercise, but is also one of interest. In a way, the modern "harriers" advertise the school. A winning team is always certain of the best kind of publicity, whether it is baseball, football, or cross-country. To those athletes who have secured the required number of points in various meets, a lettered sweater is given. This letter is in itself a mark of approval of the college, which is a certain degree of distinction on the campus.

Let anyone who has ever been a "harrier," or possibly a manager of that sport, tell you what interests him most, and he will undoubtedly refer to the friendships formed in connection with it, or of the comradeship of the team. There is a great deal of pleasure derived from this part of cross-country. Trips to different colleges, new sights and acquaintances, all go to add to the enjoyment of those on the team. Why collegiate cross-country? Is it worth while? The answer is decidedly affirmative. Few sports offer such opportunities. Rare is the man who has taken part in these meets who does not show the outer effects of his training and experience.

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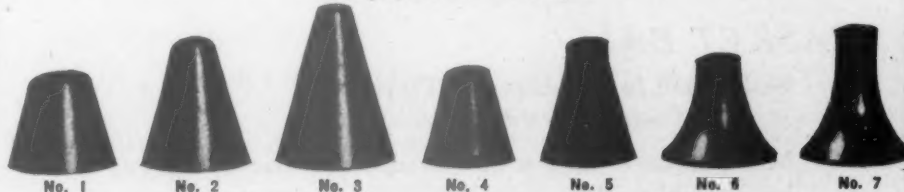
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The American Legion in Junior Baseball

(Continued from page 26)

est number of games after they had been defeated in the regular tournament play.

The Legion baseball program usually gets under way each year about June 15. Various tournaments are held to select city, county, district and state champions. The winners in each state compete for regional honors in which four state championship teams play. Then follow the sectional tournaments to determine the champions of the East and West. The latter two winners clash in the Legion Junior World Series. One of the prizes that goes to members of the national championship team is a free trip to the big World Series as the special guests of the American and National leagues, where they are presented with the Junior World's Championship Pennant by Judge Kenesaw Mountain Landis, Commissioner of Baseball. In addition they gain possession of the Howard P. Savage American Legion Junior Baseball Trophy for the year and the team members are awarded engraved gold watches by the Legion.

Year's Program for High School Boys in Intra- mural Athletics

(Continued from page 13)

1st place, 6 points for 2nd place, 4 points for 3rd place, and 2 points for 4th place.

(b) For entering a team and not placing, 2 points.

(c) For forfeiting any scheduled contest, loss of 5 points.

Minor Division. — Cross-country, free throwing, goal shooting, volley ball, speedball, soccer ball.

(a) In each sport: 5 points for 1st place, 3 points for 2nd place, 2 points for 3rd place, and 1 point for 4th place.

(b) For entering a team and not placing, 1 point.

(c) For forfeiting any scheduled contest, loss of 2½ points.

One of the duties of the manager should be to keep the point records complete. At the end of the school year the total points of each class, roll call room, and individual are published and the awards presented on Award Day. The awards generally consist of cups or shields for the classes and roll call rooms, and small gold and silver badges for the two students receiving the highest indi-

vidual points for the year. If the funds for intramural athletics are large enough, badges and trophies may also be awarded to team champions and the members. Winners of all individual events, such as wrestling, boxing, tennis and track, may also be given badges. Several companies make badges now emblematic of the different sport events, and for an extra cost of small amount the name of the school may be stamped on the badge. These may be purchased in any metals desired.

Further spice to the program may be added by the use of three big days during the year, such as an outdoor winter carnival in January, an indoor festival, held in March, and an Award Day towards the close of school.

The program for the outdoor winter carnival includes events for the entire school, such as skating races, novelty events on the ice, and competitive events on skis and snowshoes. The novelty events are added to give the comedy to the occasion. The indoor festival program includes the finals in all the boxing and wrestling division, indoor class track meet, roll call room relays, and several novelty events, such as varsity captains' scooter race, fat boys' race, needle thread and button race, to add zest to the entire evening's entertainment. Award day closes the intramural program for the year, and at this time all awards to the teams, players, classes and roll call rooms are presented. The school band is present to play the school songs, the cheer leaders there to lead the yells, and the school paper is published for the last edition of the year giving a complete digest of the entire list of sports.

Defensive Play

(Continued from page 6)

laying ourselves open at some points in order that we might be stronger than the average at other points.

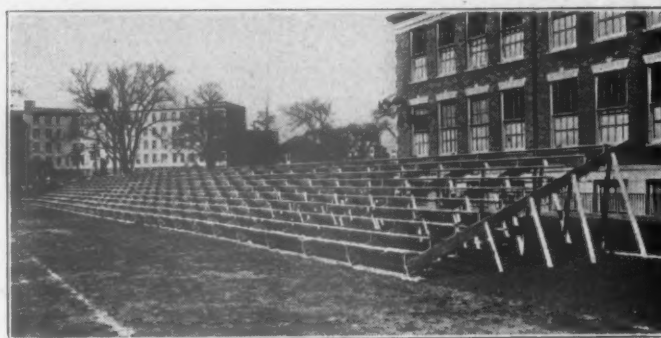
The defensive formation adopted should be liquid that it might flow to the point of attack in great numbers and not have some end, tackle or guard off playing "horse" with himself when the play has gone in the other direction. All men should get into the game on every play with dispatch; for this reason men should not be removed far from the core of the play, far from the first line and from the immediate vicinity of the run or pass. We cannot be strong in all places at the same time, so let us at least be strong in some places and by the use of good judgment let us be strong at the point of attack.

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